SEPTEMBER 1930 ★ 25 CENTS

The PARENTS' MAGAZINE

Formerly called "CHILDREN, The Parents' Magazine"

Are Day Dreams Dangerous?

By MANDEL SHERMAN

★

Overcoming that Teen-Age Slouch

★

A Movie Guide for You and Your Children

★

AND 22 Other Features on Rearing Children from Crib to College

★

Every Advertisement is Certified

★

Published with the official co-operation of Teachers College, Columbia University; University of Minnesota; State University of Iowa; and Yale University.

CAN ONE INFLUENCE AN UNBORN CHILD?

What Experts Have Found Out About Prenatal Influence

SUN BROWNED

QUICK COOKING

FOR
HEALTH
STRENGTH
GROWTH
ENERGY

DELICIOUS NOURISHING

Wheatena is sun-browned because it is made from the entire wheat kernel . . . wheat *as nature made it* — ripened and browned in sun-drenched fields.

Wheatena is quick-cooking because it is roasted and toasted at the Wheatena Mills. Two minutes of boiling and bubbling and it's ready to serve. (For babies, longer —of course.)

Wheatena is delicious because this same roasting and toasting process develops a nut-like flavor you'll find in no other cereal.

Wheatena is nourishing because it contains the great health, strength, growth and energy materials absolutely needed in the diet.

Send for this book

"Feeding the Child from Crib to College," was written expressly for mothers by one of the most eminent child specialists in America. It contains vital information on diet — also many attractive recipes. Now only 15c for an attractively-bound copy. Use coupon below.

3 Servings FREE

☐ Check here — enclose no money — and we'll send you a friendly little package of Wheatena — sufficient to make 3 generous servings.

☐ Check here — enclose 15c — for your copy of "Feeding the Child from Crib to College." Also a Wheatena sample.

Name.....

Address..... P—9-30

The Wheatena Corporation
Wheatenaville, Rahway, N. J.

Wheatena

How thousands of mothers will use this check-up Chart

FOR children and mothers both, September brings its problems . . . the opening days of school, and the importance of the youngsters getting off to a flying start.

So we offer you a guide . . . a check-up chart that other mothers have used to fine advantage . . . to help their children learn one of the most necessary of all lessons, personal cleanliness . . . and to help ease their own full days by transferring earlier, to the children themselves, more of the cleanliness responsibility.

After all, that is where the responsibility should be put, just as soon as possible. Whose ears are they, anyway, that need such vigorous scrubbing, Mother's or Johnny's? Shouldn't little Mary be acquiring an active concern of her own about the state of *her* finger nails, *her* neck, *her* face and hair?

Just try, therefore, the experiment of hanging somewhere in the child's bedroom, or the bathroom, this cheerful little self-inspection card, entitled "Am I Ready for School Today?" It's exceedingly attractive, it's not too large, it's free, it's to the point, and very definitely it will have its daily good effect. Just you wait and see. Send in the coupon now, while you think of it.

CLEANLINESS INSTITUTE

Established to promote public welfare by teaching the value of cleanliness

CLEANLINESS INSTITUTE, Dept. PM-9
45 East 17th Street, New York, N. Y.
Please send, without cost, the chart for children, "Am I Ready for School Today?"

Name .....

Street .....

City ..... State .....

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

Published with the official co-operation of Teachers' College, Columbia University; University of Minnesota; State University of Iowa; Yale University.

The PARENTS' MAGAZINE

Formerly called "CHILDREN, The Parents' Magazine"

(Title registered U. S. Patent Office)

Vol. V. No. 9
September, 1930

ON REARING CHILDREN FROM CRIB TO COLLEGE

BOARD OF EDITORS

GEORGE J. HECHT
President, The Parents' Publishing Association, Inc.
MRS. CLARA SAVAGE LITTLEDALE
Managing Editor
MARY ELIZABETH BUCHANAN
Associate Editor
MRS. EVA v B. HANSL
Associate Editor
LEO JOSEPH ROCHE
Art Editor
MRS. SIDONIE M. GRUENBERG
Director, Child Study Association of America
ANNE PIERCE
Consultant in Home Economics
PROF. WALTER B. PITKIN
Columbia School of Journalism
DR. LOIS HAYDEN MEEK
Director, Child Development Institute, Teachers College, Columbia University

CONSULTANTS

ANGELO PATRI
Author "Child Training" and "School and Home"
DR. MARY SWARTZ ROSE
Prof. of Nutrition, Teachers College, Columbia University
DR. CHARLES HENDEE SMITH
Director, Children's Medical Service, Bellevue Hospital

ADVISORY EDITORS

JULIA WADE ABBOT
Director of Philadelphia Public Kindergartens
JOHN E. ANDERSON
Director, Institute of Child Welfare, Univ. of Minnesota
JAMES R. ANGELL
President, Yale University
DR. S. JOSEPHINE BAKER
Former Chief, Bureau of Child Hygiene, New York City
ADELAIDE S. BAYLOR
Federal Board of Vocational Education
MRS. HERMANN BIGGS
President, National Federation of Day Nurseries
DR. HOWARD CHILDS CARPENTER
Sec'y, Am. Pediatric Society
DR. ARTHUR BUTLER CHANDLER
Director, Nursery School, McGill University, Montreal
DR. HUGH CHAPLIN
Chairman, Pediatric Section, N. Y. Academy of Medicine
REV. JOHN M. COOPER
Catholic University
DR. BESS V. CUNNINGHAM
Teachers College, Columbia Univ.
DR. J. ALLAN HICKS
Sec'y, Com. on Child Development, Nat'l Research Council
DR. JOHN L. ELLIOTT
Ethical Culture School, N. Y.
LIVINGSTON FARRAND
Pres., Cornell Univ., Vice-Pres. Am. Child Health Ass'n
DR. JOHN H. FINLEY
Pres., Nat'l Child Welfare Ass'n
DR. JAMES FORD
Exec. Dir., Better Homes in Am.
GLENN FRANK
Pres., Univ. of Wisconsin
DR. LEE K. FRANKEL
Vice-Pres., Metropolitan Life Insurance Co.
JOHN PALMER GAVIT
Author of "College"

CONTENTS

*(Articles marked * are of special interest to fathers)*

*Educate for Living—an editorial by W. John Cooper 13
Frontispiece—by Lydia Field Emmet 14
*What to Expect of a School—by Joseph K. Hart 15
Are Day Dreams Dangerous? —by Mandel Sherman, M.D., Ph.D. 16
*Fighting a Handicap—by Blanche S. Marx 18
Can One Influence an Unborn Child? —by Thomas D. Wood, M.D., and Zilpha Carruthers 19
*Water Babies of the South Seas—by Margaret Mead 20
What's What in Immunization —by Oscar T. Schultz, M.D. 22
The Child's Museum—by Mary Bronson Hartt 23
*New Days—and Knights—by Anne Herendeen 24
Overcoming that Teen-age Slouch —by Marguerite Agniel 26
*Nest Eggs for Children—by Merryle Stanley Rukeyser 28
Living with a Baby—by Gail Mary Warnick 29
Afraid—by Mabel Way 30
Furnishing the Whole-Family House—by Pauline Duff 31
School Styles 32
*Refrigerators—by Anne Pierce 33
Parental Problems and Ways to Meet Them 34
*Good Movies and Bad 36
*Family Fun 38
Feeding the Family 40
She Sat A-fishing—a poem by Mabel Granberry 49
Pointers for Parents 54
*A Department for Expectant Parents 11
*Books for Parents 58
Books for Boys and Girls 62
Aren't You Ever Coming Out? —a poem by Katherine Beswick 63
What a P. T. A. Can Do 66
Are Children People?—by Gladys Huntington Bevans 72
*Home Movies 73
Out of the Mouths of Babes 77
Group Service Bureau 80

THE Editors and Advisory Editors and the organization with which they are affiliated do not necessarily endorse all the statements or opinions offered in this magazine. The author who signs an article assumes full responsibility for the statements it contains.

ADVISORY EDITORS

PROF. ARNOLD GESELL
Dir., Psycho-Clinic, Yale Univ.
MRS. LILLIAN GILBRETH
Efficiency Engineer, Author of "Living with Our Children"
DR. ERNEST R. GROVES
Univ. of North Carolina
GERTRUDE HARTMAN
Progressive Education Ass'n
DR. ALFRED F. HESS
Prof. of Pediatrics, Bellevue Hospital Medical College, N. Y.
PROF. PATTY SMITH HILL
Prof. of Education, Teachers College, Columbia University
JUDGE FRANKLIN CHASE HOYT
Children's Court of New York
SALLY LUCAS JEAN
Consultant in Health Education
JULIA C. LATHROP
Organizer and Former Chief, U. S. Children's Bureau
MRS. MINNETTA SAMMIS LEONARD
Author of "Best Toys and Their Selection"
DR. WILLIAM PALMER LUCAS
Professor of Pediatrics, Univ. of California Medical School
PROF. E. V. MCCOLLUM
Johns Hopkins University
DR. LOIS HAYDEN MEEK
Child Development Institute, Teachers College, Columbia Univ.
MRS. J. D. MILLER
President Georgia Congress of Parents and Teachers
MARY E. MURPHY
Elizabeth McCormick Memorial Fund
PROF. M. V. O'SHEA
University of Wisconsin
ANNA RICHARDSON
Am. Home Economics Ass'n
DR. FRANK HOWARD RICHARDSON
Consultant in Diseases of Children, N. Y. Dept. of Health
DEAN JAMES E. RUSSELL
Dean Emeritus, Teachers College, Columbia University
DR. BELA SCHICK
Discoverer of Schick Test
MRS. JOHN F. SIPPEL
President, General Federation of Women's Clubs
ROBERT E. SIMON
Vice-Pres., United Parents' Ass'n of New York
DR. LOUISE STANLEY
Chief, Bur. of Home Economics, U. S. Dept. of Agriculture
DR. D. A. THOM
Mass. Dept. of Mental Diseases
DR. MIRIAM VAN WATERS
Juvenile Court, Los Angeles
JAMES E. WEST
Boy Scouts of America
EDNA N. WHITE
Chairman, Nat'l Council of Parent Education
DR. FRANKWOOD E. WILLIAMS
Medical Director, Nat'l Com. for Mental Hygiene
MRS. MAY PARDEE YOUTZ
Director, Child Study and Parent Education, State University of Iowa

Published Monthly by THE PARENTS' PUBLISHING ASSOCIATION, INC.
Publishing Office: 184-10 Jamaica Ave., Jamaica, N. Y. Executive and Editorial Offices: 255 Fourth Ave., New York

Terms: $2.00 a year, postage paid in U. S. A. and Canada. Postage to other countries 50c extra. Remit by U. S. money order, express money order, check, or by draft payable in U. S. funds. **Change of Address:** Must reach us 4 weeks before date of issue with which it is to take effect.

Copyright, 1930, by The Parents' Publishing Association, Inc.
Member Audit Bureau of Circulations
CIRCULATION MANAGER: Robert P. Joy
VICE-PRES. AND ADVERTISING DIRECTOR: Earle R. MacAusland
ADVERTISING REPRESENTATIVES
Blanchard-Nichols-Coleman and Johnston
Chicago, Ill., Palmolive Building
Blanchard-Nichols-Coleman
Atlanta, Ga., Grant Bldg. *Seattle, Wash.*, Henry Bldg.
Los Angeles, Cal., Lincoln Bldg. *San Francisco, Cal.*, Hunter-Dulin Bldg.

Birth Subscriptions: A year's subscription makes an ideal gift to the mother of a newborn child. Attractive notification card is sent.
Entered as second-class matter September 13, 1926, at the Post Office, Jamaica, N. Y., under the Act of March 3, 1879.

6000 Children go to school at home . . . and so can yours!

MOTHERS who wish for their children the best in education are with increasing frequency turning to the Calvert School as holding the ideal solution to their problem. Instead of sending their little sons and daughters to a distant school to mingle with children from homes of many standards of culture, thousands of parents are having school come to their boys and girls in the protected environment of their own home.

When they learn that each year more than 6000 children are educated by daily lessons given by mothers at home, with papers marked by trained instructors in Baltimore, they become keenly interested in this method of home instruction.

Hundreds of boys and girls in a geographical distribution that circles the world now follow Calvert Home Instruction Courses from Kindergarten to High School. A visit to the mailing room in the big Baltimore school brings stories of students at the four corners of the earth.

For Young Ambassadors

"Here's a package," said a guide recently to a marine officer's wife from Quantico, "that is being sent to an American ambassador in Europe.

"There's one that goes to the borders of Tibet—carried up the Yang Tze on three different steamers and transferred successively to pack animal, and courier, and Chinese junk.

"We give special attention to mailing schedules. A missionary 'way up at Point Barrow is educating his little son among the Eskimos. He's a thousand miles from the nearest post office, and there's only one parcel post a year.

"The teacher you see correcting papers over there," she continued as they inspected modernly improved classrooms and offices, "has, among others in her personal charge, the little boy of a lighthouse keeper off the coast of Alaska, the son of an engineer in the Andes, and the two boys of a radio operator in Samoa. And there are numbers on our mailing list who are, like your little girl, children of the Government service. The Calvert lessons follow them wherever they go—to the Army post in the Philippines, perhaps; or the Navy base at Haiti."

"Do you send most of your courses to distant points—to people beyond the reach of schools?" the visitor questioned.

"Not at all," came the ready reply. "Hundreds of children right here in America, on the very doorstep of the best private and public schools, are studying by the Calvert method. Their parents appreciate the value of individual instruction. And they're anxious that their children not only learn the three 'R's,' but also acquire the cultural background which Calvert gives. Why, in one of the Southern states, there's a small Calvert school—a group of several children taking the Calvert courses under the guidance of one mother. And they're getting along splendidly, too!"

Calvert Courses are planned by experts so that the pupil progresses without waste of time and under the most careful supervision. At the end of six years, he is ready to enter high or preparatory school, with a foundation recognized by leading principals and headmasters.

Mothers Easily Become Teachers

Lessons are so clearly outlined that no mother need hesitate to assume the duties of a teacher. She will find a keen delight in guiding the development of her child's mind, in watching his awakening consciousness of the world about him.

Because of the ease with which youthful brains grasp studies presented by the Calvert method, more time is left for outdoor play, for healthful romping in sunshine and fresh air.

Such a carefully planned course, based on 33 years' experience, outgrowth of a successful day school, is certainly worthy of investigation. The Headmaster of Calvert School is author of "A Child's History of the World" and "A Child's Geography of the World"—known to hundreds of thousands of children. You owe it to your children to send the coupon today.

CALVERT SCHOOL
29 E. Tuscany Road
Baltimore, Md.
Please send me full information about your Home Instruction Courses.
Name _____
Address _____

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

DIRECTORY OF SCHOOLS

Schools—Girls

TENACRE

Preparatory to Dana Hall

For Girls, 10 to 14 Years of Age

Carefully selected pupils. Attractive home surroundings. Teachers of refinement and experience. *One Home Center where the French Language is Spoken.*

Address

Miss Helen Temple Cooke
Box A, Dana Hall, Wellesley, Mass.

OAK GROVE

A QUAKER SCHOOL FOR GIRLS

Emphasizes College Preparation, Music, Art, Expression, Physical Education. *Address* **Mr. and Mrs. Robert E. Owen, Principals, Box 123, Vassalboro, Maine.**

The COLBY SCHOOL for GIRLS

Junior College and College Preparatory

Accredited Four-year Course Prepares for all Colleges. Secretarial, Science, Music, Art, and Journalism Courses. Healthful Outdoor Life. Riding, Basketball, Field Hockey, Winter Sports, Swimming.

JUNIOR COLLEGE ACCREDITS PROPERLY QUALIFIED STUDENTS FOR LEADING WOMEN'S COLLEGES

Liberal Endowment allows moderate tuition rate

Illustrated catalog on request

H. Leslie Sawyer, Principal, Box 13, New London, N. H.

GODDARD

A GIRLS' SCHOOL IN VERMONT

College Preparatory, Secretarial, Science, and Music Courses. Healthful Outdoor Life, Modern Dormitory, Low Tuition.

THE PRINCIPAL, GODDARD SCHOOL FOR GIRLS, BOX 23, BARRE, VERMONT

BRADFORD ACADEMY

Junior College and Preparatory School for Girls

Founded in 1803. Music, Art, Speech, and Home Economics. Outdoor sports, gymnasium, swimming pool.

Katharine M. Denworth, Ph.D., President, Box 16 Bradford Massachusetts

WHITTIER

A New England School for Girls

College Preparatory and Elective Courses. One Year Intensive Review. Music, Physical Education. Outdoor Sports. Attractive Home Life. 37th Year. Also Junior School. Address:

Mr. and Mrs. William C. Russell, Principals, Box P, Merrimac, Mass.

WALTHAM SCHOOL FOR GIRLS

Ten miles from Boston. College Preparatory, General and Special Courses. Outdoor activities, Homelike Atmosphere. Christian influence. 71st year. Moderate terms. Separate Residence for Girls 6 to 12 years.

LOUISE FAY, PRINCIPAL, Box P, Waltham, Mass.

NORTHAMPTON

SCHOOL FOR GIRLS

Regular course for Smith and other colleges. One year intensive course for high school graduates. Nine-acre campus. Principals:

Dorothy M. Bement, Sarah B. Whitaker, Box P, Northampton, Mass.

EDGEWOOD

A School that Develops **Imagination** and **Initiative** and Prepares Efficiently for College. A School in a Unique Setting that Appeals to **Modern Parents** Who Want **Progressive Education** for Girls 12-16. Coeducational.

For Fully Descriptive Catalog, Address

E. E. Langley, Principal
95 Rock Ridge Greenwich, Conn.

HILLSIDE

FOR GIRLS. College preparatory. General high school courses. One-year intensive review. Two-year post-graduate department for high school graduates. Music, art, dramatics. One hour from New York. Riding. Separate Junior School. *Catalog.*

Secretary, Hillside School, Box P, Norwalk, Conn.

Schools—Girls

Where New England Traditions Count

HOWARD SEMINARY FOR GIRLS

55th year. Preparation for all colleges. Accredited. Intensive review. General courses. Individual attention. Junior College. Home Ec. Secretarial. All Sports. Music. Art. Expression. Aviation. Endowed. Moderate rates.

Lynn H. Harris (Ph.D., Yale)
Box 16 W. Bridgewater, Mass.

GRAY COURT

Accredited. College Preparatory or General. Secretarial, Arts, Crafts, Music, Riding, Beach. All Athletics. Individual attention and care. "How-to-Study" taught. Happy social life. Ages 8 to 18. **Catalog:—**
Jesse Callam Gray, Box 18, Stamford, Conn.

ON THE SOUND

A SCHOOL FOR GIRLS

MOUNT REGIS CHRISTI

FOR GIRLS up to 18. 100 miles from New York in beautiful Shawangunk Mountains, at 1,200 ft. above the sea. Accredited. Special Prep for 'College Boards.' Music and Art. Swimming, Canoeing, Tennis, Skating, Skiing, Tobogganing, Hockey, Golf, Riding on School's own horses over School's estate of 500 acres. Via Ontario & Western R. R. or auto Route 17 and 6 N (3 hours from N. Y.). For information write

SISTER DIRECTRESS, Box F, Wawarsing, N. Y.

Highland Manor

COUNTRY boarding school and Junior College for girls. Fully accredited. Non-sectarian. All grades. College preparatory, general, special courses. Music, art, dramatics. **Eugene H. Lehman, Director, Box M, Tarrytown-on-Hudson, N. Y.**

THE RAYSON SCHOOL

A City School with Country Sports. Near Riverside Drive. Resident and Day Pupils. Primary, Intermediate and College Preparatory.

323 and 325 West 100th Street, New York City

Ossining

School for Girls

College Preparatory. Junior College. Separate Lower School. Mr. and Mrs. William Fitts Carlson, Principals, Box A, Ossining, N. Y.

PUTNAM HALL

COLLEGE PREPARATION FOR GIRLS. General course. Music, Art. Small classes. Experienced faculty. Graduates successful in 18 colleges and universities. Attractive campus. Spacious buildings. Supervised athletics. Riding, tennis, swimming. *Catalog.*
ELLEN BARTLETT, A.B., Prin., Poughkeepsie, N. Y.

HEWLETT SCHOOL FOR GIRLS

16th Year

Cedarhurst, Long Island. Twenty miles from New York. Day and Boarding pupils. Primary through College Preparatory. Outdoor sports. Music.

EUGENIA G. COOPE, *Principal*
Phone Cedarhurst 2909

Fill Out Coupon on Page 10 if we can help you to select a school for your child.

Schools—Girls

Woodland Park

NATURAL, happy school life for younger girls, 7th to 10th grades. Separate Junior School of Lasell Seminary. Comfortable buildings, wholesome food, careful, sympathetic supervision. Healthful outdoor sports adapted to ages of pupils. Ten miles from Boston. Music, art, French, dancing, sewing, physical training. Courteous manners taught in home life. Special attention to individual needs. Catalog.

GUY M. WINSLOW, Ph.D., Principal
185 Woodland Road Auburndale, Mass.

St. FAITH'S SCHOOL

A Country School for Girls

College Preparation. General Courses. Lower School.

Athletics. Excellent advantages at Moderate Cost.

REV. CHARLES H. L. FORD, Box 20, Saratoga, N. Y.

DREW Seminary

FOR GIRLS AND **Young Women**

On beautiful Lake Gleneida, near New York

College Preparatory. General and Special Courses. Fully Accredited. Small classes. Moderate rates. 63rd year. Junior School.

HERBERT E. WRIGHT, D.D., Pres., Box P, CARMEL, N. Y.

ROSE HAVEN

A Country Boarding School for 30 Girls, 5-15

Companionship of intelligent girls in charming home atmosphere. Unusual personal care. All sports. Sunny classrooms. Exceptional health record. Native French teacher. One hour from N.Y. *Address* MARY BIRCHARD, Box 25-P, Tenafly, New Jersey.

Moravian FOR GIRLS EST. 1742

Seminary and College

Courses include Preparatory, Advanced, Secretarial, Art, Expression, Music. All Sports. Riding. Write for either catalog.

Dr. Edwin J. Heath, President, Box P, Bethlehem, Pa.

LINDEN HALL

125 GIRLS 185th YEAR

Large Campus. 4 Buildings. New Gym and Pool. Endowment permits Moderate Tuition. Beautiful Location. Courses: Academic, Preparatory, Secretarial, Cultural, Music, Post Graduate. Separate Junior School, Attractive Home Life. Riding. All Sports. Catalog.

F. W. Stengel, D.D., Box 109, Lititz, Pa. (1½ hours from Phila.)

CHATHAM HALL

An Episcopal School for Girls, College Preparatory, General, Advanced and Special Courses. Secretarial Training. 175-acre estate. Year round outdoor life. Catalog.

EDMUND J. LEE, M.A., D.D., Box P., Chatham, Va.

ST. ANNE'S

AN EPISCOPAL SCHOOL IN HISTORIC CHARLOTTESVILLE

For girls. College Preparatory and General Courses. Lower School for younger girls. Outdoor life the year round. Individual Instruction. Moderate Rates. Catalog.

MARGARET LOVE PORTER, M.A., Principal
Charlottesville, Va.

PLEASANT HILL

A Home School, in the Valley of Virginia, for girls from 7 to 14. Resident pupils limited to ten. Thorough elementary training. Supervised study by experienced teachers. For catalog:

MRS. M. B. COX, Box 336, Waynesboro, Virginia

Fairfax Hall

for girls. Among the foothills of the Blue Ridge Mountains, overlooking the Shenandoah Valley. College preparatory, one-year college, elective courses. 50-acre campus. Riding, sports. Catalog. **John Noble Maxwell, Pres., Box M, Park Station, Waynesboro, Va.**

NATIONAL PARK SEMINARY

Junior College, College Preparatory

For booklet address: The Registrar
(Box 70), Forest Glen, Md.

ROBERTS-BEACH SCHOOL

Genuine Preparation for College, so that your daughter will pass College Board Examinations and also be equal to the responsibilities and freedom of choice in Wellesley, Vassar, Mt. Holyoke, and Smith.

Lucy George Roberts, Ph.D., and Sarah M. Beach, Ph.D., *Heads of School.* Catalogue. **Box P-9, Catonsville, Md.**

Some Important Features in Selecting a School

Such features as price and location are easily decided upon if you are selecting a school for one of your children, and the additional facts which should be scrutinized are not difficult to discover, either.

The faculty is most important. Most school catalogues list the staff members with their respective educational records. When this is not done, the school authorities will supply the information readily. From the size of the staff, the number of pupils assigned to one teacher can be ascertained.

If your son has decided on the college he will attend, it is wise to check the standing of the school's graduates in that college. This information can be supplied either by the school or college.

The size of the student body should be considered according to the needs of your child. Every student does not fit into a big organization, and the independent, leader type has little outlet for these qualities in the limited group.

A school to fit every need is listed in this Directory. The school term opens shortly, so that it is necessary to make your selection immediately. Write fully and completely to the directors of the schools that seem to meet your requirements for catalogues and individual information. If we can help you at this late date, write to the Service Bureau, or fill in the coupon on Page 10.

School Department

REGINA MCGARRIGLE, Director
The PARENTS' MAGAZINE
255 Fourth Avenue, New York, N. Y.

Schools—Girls

Happy school days for little girls 7–14. Care of specialists in child development. Lesson hours balanced by healthful play on beautiful estate. Near Philadelphia. Homelike buildings. French. Supervised piano practice. Personal attention to each child. Catalog.
Abby A. Sutherland, Ogontz School P. O., Pa.

RYDAL HALL
A SCHOOL FOR YOUNGER GIRLS
Junior Department of the Ogontz School

HILLCREST
SCHOOL FOR GIRLS—6 to 14 Years
Accredited. 21st year. Latest methods. Happy home environment. Near Milwaukee. Catalog.
Sarah M. Davison, Prin., Box 4-P, Beaver Dam, Wis.

Ferry Hall
1869—1930
JUNIOR COLLEGE and Preparatory School for Girls. Also general courses. Located thirty miles north of Chicago on Lake Michigan. Two new, beautifully appointed residence halls. Music, art, dramatics. Supervised sports. Riding, tennis, basketball, baseball, tobogganing. Gymnasium. Swimming pool. *Catalog.*
ELOISE R. TREMAIN, Prin., Box 599, Lake Forest, Ill.

PATON HALL The Pennington School for Girls—In the Country Near Detroit
TRAINING FOR LEADERSHIP
College Preparatory and General Courses. Junior and Senior High. Post Graduate. **Affiliated with Camp Interlochen, Interlochen, Mich.** For Catalogs:
Mrs. P. O. Pennington, c/o Paton Hall, Box X, Romeo, Mich.

Art

MASTER INSTITUTE OF ROERICH MUSEUM
MUSIC—PAINTING—SCULPTURE
ARCHITECTURE—OPERA CLASS
BALLET — DRAMA — LECTURES
310 Riverside Drive (Tel. Clarkson 1717), New York *Catalog. 3*

Dancing

AMERICAN INSTITUTE OF DALCROZE EURYTHMICS
Paul Boepple, Director
—Rhythmic Movement—Solfege—Improvisation—Piano—Based on Modern Education Principles—Music made vitally interesting to Children—Freedom, Self-expression going hand-in-hand with voluntary self-discipline.
RHYTHM
MUSIC
MOVEMENT
Booklet on Request—Box "P"
9 East 59th Street, New York
Volunteer 1357

Who Pays for Absences?

Every pupil absent causes financial loss to his school or his parents. If principals allow for illness they unbalance the school income; if they do not, parents must pay for what they do not receive.

In England 600 schools have found the solution in the School Fees Remission plan. This same plan is now available to schools here.

While the plan protects parents it costs the school nothing. Moreover, its adoption denotes a dignified regard for the interests of parents which the progressive school can ill afford to ignore.

A similar plan is also available for Camps. For full details address:

A. W. G. DEWAR
Tuition Refund Bureau
370 Lexington Avenue
New York

Camps

PINE BLUFF CAMP
FOR BOYS
34 years of successful operation on Long Island
2 hours from New York City
H. C. PETTIT, M.D., 106 Gates Ave., Brooklyn, N. Y.

Schools—Boys

WILLISTON JUNIOR SCHOOL
Careful attention to habits of study and play. Separate lower school in this New England academy well known for its sturdy ideals, efficient instruction, and attention to character building.
Address Robert B. Cunningham, Headmaster
Box P **Easthampton, Mass.**

New York City—Day Schools

MISS SCHOONMAKER'S SCHOOL FOR GIRLS
THE MODEL PRIVATE DAY SCHOOL
Departments
Primary—Junior High—High School
College Preparatory
Membership in the University of the State of New York
345 West End Ave., between 76 and 77 Sts.
Endicott 1928 **New York City**

THE LENOX SCHOOL
A Day School for Girls, Pre-Primary to College, offering General and College Preparatory Courses. Modern fireproof building. Outdoor and indoor gymnasium.
Jessica G. Cosgrave and Olivia Green, Principals
52-54 E. 78th Street **New York City**

BERKELEY-IRVING SCHOOL
A Select Day School for Boys
51st Year. **From Primary to College.** Small classes. Individual instruction. School bus. Swimming pool. Gymnasium. Physical training. Catalogue.
311 West 83rd Street, N. Y. C. **Tel. Endicott 5639**

The Ethical Culture Schools
New York City
Elementary (Pre-Kindergarten through Grade VI)
Central Park West and Sixty-Third Street
Branch School, 27 West Seventy-Fifth Street
Fieldston Little School, 3900 Spuyten Duyvil Parkway
Secondary and Pre-Professional Fieldston School, Fieldston Road and Spuyten Duyvil Parkway
Information from Registrar, 33 Central Park West

Schools—Boys

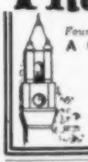
WILBRAHAM

SCHOLARSHIP under the accurate guidance of men skilled in boy education. College preparation and general courses. Junior School. Individual instruction. HEALTH fostered by outdoor life. Athletics and sports for every boy under scientific direction. BACKGROUND enriched by a century of educational progress and New England traditions. Progressive methods. Home-like dormitories. Limited enrollment. *Illustrated catalog.*
RALPH E. PECK, M.A., Pd.D.
Box P **Wilbraham, Mass.**

TILTON **Junior and Senior Schools**
Third grade to college. Separate cottage dormitories with experienced housemothers for younger boys. Thorough training. Excellent recreational facilities. Endowed and accredited. Special scholarships for boys of exceptional ability. Two and one half hours from Boston. Illustrated Catalog.
T. W. WATKINS, Headmaster
Box P, Tilton, N. H.

ROXBURY
Complete attention to the needs of the individual boy insures a thorough College Preparation.
A. P. Sheriff, Headmaster **Cheshire, Conn.**

ThayerAcademy



Founded by General Sylvanus Thayer, Father of West Point.
A College Preparatory School in the Country.
Eleven Miles from Boston.
Thayerlands, a Junior School
Preparing for Thayer Academy.
Five and Seven-Day Boarding Plans.
For Catalog Address
STACY B. SOUTHWORTH, Headmaster
Box P, South Braintree, Mass.

WHITING HALL
A BOARDING AND COUNTRY DAY SCHOOL
Equipped to prepare thirty boys from 8 to 16 for the last years at Andover, Exeter and other preparatory schools. Individual instruction. Homelike surroundings. Healthful location 20 miles west of Boston. *Catalogue*
Charles Aiken, Headmaster. So. Sudbury, Mass.

MITCHELL
For boys 8-16. 20 miles from Boston. Complete modern equipment. All athletic sports. Horsemanship. Good fellowship and homelike atmosphere. Address
Alexander H. Mitchell, Box C, Billerica, Mass.

ASHFIELD MILITARY ACADEMY
Ashfield, Mass.
Beautifully and healthfully located. Altitude 1250 feet. Small classes. Moderate charges. Athletics. Winter sports. Junior Department for Boys 8-14. *Catalogue write The Secretary.*

WORCESTER ACADEMY

96th Year

Where 250 boys preparing for college are being given constant friendly help by experienced masters. Excellent equipment. Full program of athletic and school activities.

For new catalog address

Worcester, Massachusetts
Station 39

STEARNS FOR BOYS

In the Picturesque New Hampshire Hills

Preparation for Colleges and Scientific School. Unusually Rapid Advancement. Lower Schools. Winter Sports. Golf. Tennis. Baseball. Football. Water Sports.

Wholesome Home Atmosphere. Personal Supervision

Illustrated Catalog on Request

Arthur F. Stearns, Box 58, Mont Vernon, N. H.

New Hampton

A New Hampshire School for Boys. 109th Year. Six Modern Buildings. Thorough College Preparation. Intensive Course in Business. **Athletics for Every Boy.** Moderate Tuition.
Frederick Smith, A.M., Box 191, New Hampton, N. H.

The University School

899 Boylston Street, Boston, Mass.

Prepares for all colleges and scientific schools to enter by examination or certificate. Special intensive one- and two-year courses. Pupils taught "how to study." Illustrated Catalogue. Register NOW. Classes begin September 30.

EUGENE C. WEBSTER, Principal.

EDGEWOOD

A School that Develops **Imagination** and **Initiative** and Prepares Efficiently for College. A School in a Unique Setting that Appeals to **Modern Parents** Who Want **Progressive Education** for Boys 12-16. Coeducational.

For Fully Descriptive Catalog, Address

E. E. Langley, Principal
90 Rock Ridge Greenwich, Conn.

RIDGEFIELD

An Accredited College Preparatory School limited to 60 boys. In foothills of the Berkshires. 50 miles from New York. **For information write:**
Theodore C. Jessup, Ridgefield, Connecticut

CURTIS

Thorough elementary training. Boys 9-14. Restricted enrolment. Helpful instructors with parental attitude. Homelike. Initiative, character developed. 50 acres, Berkshire foothills. 55th yr. Unique features in catalog. Tuition, $1200.
Head Master, Box M, Brookfield Center, Conn.

Westminster Junior School

For Boys 11 to 15 Years. Enrollment limited to fifty carefully selected boys. Academic and athletic equipment of Westminster School available. **Address: Frank J. Watson, Headmaster, Westminster Junior School; Raymond Richards McOrmond, Headmaster, Westminster School, Simsbury, Connecticut.**

PEEKSKILL

1883 MILITARY ACADEMY 1930

Thorough College Preparation, Business Courses. $1,500,000 equipment. Address **The Principals, J. C. Bucher, A. M., and C. A. Robinson, Ph.D., Box K-4, Peekskill-on-Hudson, N. Y.**

STONY BROOK SCHOOL

Well-balanced academic, recreative, character training for boys. Prepares for college or business. Christian Influence. Accredited. Seven modern buildings on 35-acre campus. 2 athletic fields, gymnasium, swimming. Catalog.
The Headmaster, Box T, Stony Brook, Long Island, N. Y.

MT. PLEASANT HALL

Day and Boarding School for Junior boys. Elementary through second year high school. Music. One hour from New York City in beautiful Westchester County. Progress assured. Limited enrollment. Personal care. Supervised recreation. Year-round.
WM. F. CARNEY, Headmaster.
Box P. Ossining-on-Hudson, N. Y.

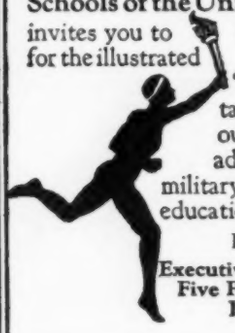
NEW YORK MILITARY ACADEMY

A SCHOOL OF DISTINCTION
Cornwall-on-Hudson, N.Y.

MANLIUS

Builds manhood through scholarship, athletics and military training. Students prepared for college. Sixty-second year begins Sept. 22. Prospectus: Gen. William Verbeck, Pres.; Box 179, Manlius, N. Y.

The Association of Military Colleges and Schools of the United States invites you to send today for the illustrated booklet, "The Military School," outlining the advantages of military training in education. *Address*



Box 73
Executive Secretary
Five Park Street
Boston

BORDENTOWN MILITARY INSTITUTE

College preparation. Small classes. Boys taught how to study. R. O. T. C.

46th year. Catalogue.
COL. T. D. LANDON
DRAWER C-45 BORDENTOWN, N. J.

BLAIR ACADEMY

A School for 300 Boys

Beautiful Location 65 Miles from New York. Graduates in Leading Eastern Colleges. Thorough Preparation for College Board Examinations and Certificates. Junior School for 7th and 8th Grades. Excellent Equipment. 310 Acres. Gymnasium. Pool. Golf Course. Athletics for all Boys.

For Catalog Address The Headmaster

Charles H. Breed, Ed. D. Box S, Blairstown, N. J.

SOMERSET HILLS

Where your boy is treated as an individual. Primary through College Preparatory. Three Separate Schools According to Age. Modern System of Self-help. Unusual opportunity for boys 15 to 17 years.
Address Rev. James H. S. Fair, Box P, Far Hills, N. J.

PEDDIE

Preparation for College Entrance Board Examinations. Six Forms including two grammar grades. Boys from 30 states. Modern buildings. 150 acres. Athletics for every boy. 9-hole golf course. 65th year.

Box 9-H, Hightstown, N. J.

PENNINGTON

150 Boys. Small Classes. Individual Attention. Accredited College Preparation. Athletics, Gymnasium, Pool. Moderate Rates. Catalog.

FRANCIS HARVEY GREEN, Litt. D.,
Box 80 Pennington, N. J.

KINGSLEY SCHOOL

For boys. College preparatory. Junior school. Small classes. Healthful location. 22 miles from N. Y. C. Sports for all. Summer camp. Catalog.
HEADMASTER, BOX D, ESSEX FELLS, N. J.

JUNIOR HAVEN

For about 20 young boys 6 to 12. Delightful suburban location near New York City. Individual attention and daily out-of-door life. The ideal home group day and boarding school. Teachers of unusual personality, character and ability. Telephone: Englewood 3-4937.

Maj. C. M. Burlingame, Principal
233 Tenafly Road Englewood, N. J.

FREEHOLD MILITARY SCHOOL

"The School with the Personal Touch"

EXCLUSIVELY for boys 6 to 15. Modified military system, stresses obedience, orderliness and self-reliance. Supervised study and play. 42 miles from New York. 60 from Philadelphia. Summer Camp. Catalog.

MAJOR CHARLES M. DUNCAN, Prin.
Box 92 Freehold, N. J.

CHESTNUT HILL

Excellent college record due to the devotion and skill of experienced masters from the leading universities. Complete equipment. Junior and Senior Schools.
T. R. HYDE, M.A. (Yale), Box M, Chestnut Hill, Pa.

HARRISBURG ACADEMY

146th Year

Prepares for all colleges, experienced teachers; small classes; ideal location, Junior, Middler and Senior Departments. Large campus, fine playing fields and courts. Gymnasium, swimming pool. Catalog.
Arthur E. Brown, Headmaster, Box A-125, Harrisburg, Pa.

CARSON LONG MAKER OF MEN

Rate $500
94th Year

How to learn, how to labor, how to live.

A Military School. 5th Grade to College. References required. Location 28 miles northwest of Harrisburg. Individual instruction Enjoying now its greatest years. Box 12, New Bloomfield, Pa.

FRANKLIN AND MARSHALL ACADEMY

A Widely Recognized, Moderately Priced, Preparatory School

Wholesome School Life and Sports. Unusual Equipment and Location. 1200 Boys Prepared for College in the last 30 Years.
E. M. HARTMAN, Pd.D., Principal, Box 412, Lancaster, Pennsylvania.

Keystone Academy

College preparatory. Certificate privileges. Junior school. Enrolment limited to 100 boys. Experienced faculty. In healthful Poconos 15 miles from Scranton. Modern conveniences. Winter sports and all athletics. Catalog. 62nd year.
Earle R. Closson, Head Master, Box P, Factoryville, Pa.

SWARTHMORE

Thorough college preparatory and elementary training. Lower school—70 boys, 8-14. Separate dormitory. Activities, teaching methods adapted to needs of younger boys. Daily association with understanding teachers. Supervised sports. Gym, swimming pool. Located in educational center 12 miles from Philadelphia. Catalog.
H. Roger Coleman, Headmaster, Box 924 Swarthmore, Pa.

FISHBURNE MILITARY SCHOOL

Preparatory. In scenic, healthful Valley of Virginia. Aim—"Not the largest but the best." Boys from 20 states. 8 to 10 in a class. New gymnasium and swimming pool. Catalog.
Col. M. H. Hudgins, Box S, Waynesboro, Virginia.

GREENBRIER MILITARY SCHOOL

Prepares for college and business. *Accredited.* New fireproof buildings. Near White Sulphur. 118th year. Ages 8 to 21. All sports. Every boy on a team. Riding. R. O. T. C. Catalog:—
Box P, COL. H. B. MOORE, Lewisburg, W. Va.

BLUE RIDGE School for Boys

An accredited preparatory school of high standards and resultful methods. Summer session. Located in Picturesque "Land of the Sky." Write for catalog. J. R. Sandifer, Headmaster, Box C, Hendersonville, No. Carolina.

Virginia Beach School for Boys

Trained instructors for small classes. Lower grades and college preparatory subjects. Golf, riding, water sports, athletics. Unexcelled year round climate. Summer School and Camp. Catalog.
Francis H. Greene, Head Master, Box 185-P, Virginia Beach, Va.

MIAMI MILITARY ACADEMY

Accredited Preparatory School. Also Junior School for Younger Boys. Small Classes. Good Facilities. Best Health Record. No Winter Ills. Ocean Air and Curative Sunshine. Peerless Climate of South Florida. Athletics, Riding, Golf, Fishing, Boating, Ocean Swimming.
Col. J. R. WILLIAMS Coral Gables, Miami, Fla.

TENNESSEE MILITARY INSTITUTE

Fifty-seven years' successful preparation for college and business. Admission without examination to certificate colleges. Year round outdoor sports, swimming pool. Golf, Tennis, Rifle Team. Band. Catalog.
Col. C. R. Endsley, Box 15, Sweetwater, Tenn.

RIVERSIDE

A military academy of the highest standards. 400 cadets from 31 states. Located 50 miles north of Atlanta, in the foothills of the Blue Ridge Mts., 1400 feet above sea level. New modern buildings. **Fully accredited** preparation for all Universities or Government Academies. **Business course. R. O. T. C. unit; Junior School. Strong faculty** of experienced educators. **All athletics. New swimming pool. Write for catalog.**

Address Colonel Sandy Beaver, President, Box M, Gainesville, Ga.
(Member of the Association of Military Colleges and Schools of the U. S.)

Schools—Boys

FORK UNION MILITARY ACADEMY

Fully accredited. Eminent Trustees. New fire-proof buildings. Best health record. Small classes. Supervised study. Prepares for college or business. Able faculty. R. O. T. C. Athletics. Give your boy what he cannot lose—education. Catalog, 33rd year. Write: Dr. J. J. Wicker, Pres., or Col. N. J. Perkins, H. M., Box 31, Fork Union, Va.

GULF COAST *Junior* MILITARY ACADEMY

On the beautiful Mississippi Coast: salt breezes, invigorating climate. Sympathetic, motherly care. Non-sectarian. Skilled instructors, personal supervision. Open year round. Water sports and outdoor activities. *"SEND US THE BOY AND WE WILL RETURN YOU THE MAN."* Write for catalog.

Gulf Coast Junior Military Academy
Rt. 11, Gulfport, Miss.

JUNIOR Military Academy

KINDERGARTEN and elementary. Teacher to every 8 boys. House mothers. Planned activities. Healthful climate. 220 acres. Open 12 months. Moderate rates.
Head Master, Box M, Bloomington Springs, Tenn.

KENTUCKY MILITARY INSTITUTE

Oldest private mil. school in U. S. **Boys 8 to 19.** Fully accredited all colleges. Tutorial attention. R. O. T. C. Horseback Riding. Swimming, etc.
11 Miles from Louisville. Catalog: Box P, LYNDON, KY.

STAUNTON MILITARY ACADEMY

One of the most distinguished schools in America preparing for Universities, Government Academies, Business. Superb disciplinary training equaled by academic excellence. **COL. THOS. H. RUSSELL, B.S., LL.D., Pres., Box N (Kable Station), Staunton, Va.**

CULVER MILITARY ACADEMY
(On Lake Maxinkuckee)

Prepares boys for college and for Citizenship.
Catalog. **1490 Pershing Place, Culver, Ind.**

OHIO *Military Institute*

97th year. High location. Certificate admits to college. Lower school for young boys. New athletic field. Address **A. M. Henshaw, Box 48, College Hill, Cincinnati, O.**

TODD

For 100 Boys (6 to 15)
—83rd Year—
Oldest school for boys in West. Progressive. 10 buildings. New Pool. Shop. **Accredited.** One hour from Chicago. *On C. & N. W. Ry. and Auto 19.* Catalog.
ROGER HILL, Prin., Box D13, Woodstock, Illinois

MIAMI MILITARY INSTITUTE

Prepares for college. Small classes. Understanding instructors. Boys acquire self-confidence, poise. Near Dayton. Catalog.
Col. Orvon Graff Brown Box 790 Germantown, Ohio

MISSOURI MILITARY ACADEMY

For Boys 8 to 20 Years

Accredited. College entrance without examinations. Also unusual business course. *Modern Methods.* "Big Brother" relationship between cadets and teachers makes happy home life. Individual Attention. Separate Lower School. *Near St. Louis.* **For Catalog, Write Box 127.**

MEXICO, MO.

Midwest Junior School
Knoxville Illinois

A home-school for young boys. Military. **Ages 8 to 14.** Latest methods. Individual care. Small classes. Dietician. Nurse. Riding. Swimming. Not for profit, hence yearly $600. Catalog: *Write Headmaster, Box P.*

ONARGA MILITARY SCHOOL

Trains for character. 5 modern buildings. 85 miles south of Chicago. College preparatory and Business. 7th and 8th Grades and H. S. Progressive. Endowed. Catalog, address: **Col. J. C. Bittinger, Supt., Box P, Onarga, Illinois.**

A Clean Mind **HOWE SCHOOL** *In a Sound Body*

HIGHEST standards of scholarship and character with wholesome outdoor recreation. College preparation. Business courses. Military. Rev. C. H. Young, S.T.D., Rector. **For catalog address The Vice-Pres., Howe, Indiana.**

Special Schools

BANCROFT
SCHOOL FOR RETARDED CHILDREN

Established 1883

¶ For children from five to sixteen requiring individual instruction. Highly trained staff including resident Physician and Nurse.

¶ Modern equipment. Home environment with ample opportunity for outdoor activities.

¶ Summer camp on Maine coast affords complete change of climate for four months under same staff.

Catalogue on Request

DIRECTORS

E. A. Farrington, M.D., *and* Jenzia C. Cooley
Box 332 Haddonfield New Jersey

TUTORING—Special

Individual work by trained psychologist with boys or girls who are delayed in school work by reasons other than mental handicap. Speech correction. Industrial arts and project work basis for formal study. Whole or part time in home or studio. N. Y. C. or vicinity. Boarding Dept.
M. B. LAWS
471 Park Avenue New York, N. Y.

The Wright Oral School

One Mount Morris Park, West
New York City

A Private Boarding and Day School for pupils with imperfect hearing.
Founded in 1894
Small enough to be a real home and yet large enough to be a real school.

Correspondence Course for Mothers of Little Deaf Children

PARKSIDE SPECIAL SCHOOL

A day school for exceptional children, 6 to 15 years, who require individual instruction.

MARION B. HERRSCHAFT, Directress
109 East 61st St., New York City.

SPEECH CORRECTION
LIP READING

Individual instruction. Supplements work of regular schools. Correction of lisping, stammering and stuttering. Instruction in lip reading to the child and adult with impaired hearing.
MISS ELLA BRAUNLICH
154 East 79th St. New York City
Tel. RHI 0922

The Hill-Young School of Speech
Los Angeles, Calif. 2809 So. Hoover St.

Children from two to ten years, of good mentality, whose speech is delayed or defective. Individual tuition in grade subjects. They live, eat, and study in the open air and California sunshine. Dietary and health under direction of Pediatrists.
Principals—Mr. and Mrs. G. Kelson Young.

Schools—Boys

WYLER SCHOOL for YOUNG BOYS

A Year-round home school for young boys. Individual Teaching. Manual Training. Boy Scout Organization. Gardening. Lake. Water Sports. Winter Sports. **Moderate Rates. For information, address:**
W. H. Wyler, Box P, Evansville, Wisconsin.

SAN RAFAEL MILITARY ACADEMY

"One of California's finest private schools" (non-sectarian) One hour from San Francisco. Primary, Grammar, High School, Junior College. Fully accredited. Division "A" rating, Univ. of Calif. Catalog. A. L. Stewart, Supt., Box 8-T, San Rafael, Cal.

San Diego Army and Navy Academy

"The West Point of the West." Junior R. O. T. C. CLASS "M" rating of War Dep't. Accredited by leading universities. West Point and Annapolis. Christian influences. Land and water sports all year. Catalog. **Col. Thos. A. Davis, Box 501, Pacific Beach Station, San Diego, Cal.**

NORTON SCHOOL for Young Boys

A Boarding School for Grades 3 to 8.
Normal, happy life in a college town, guided by men who know the needs of boyhood. A New England education in the climate of Southern Calif. Here solid foundations are laid, both in scholarship and in character.
Frank P. Sleeper, Headmaster, Claremont, Calif.

CALIFORNIA PREPARATORY SCHOOL FOR BOYS
CAL-PREP

Among the orange groves of Southern California, near Los Angeles. Thorough Training in Scholarship and Physical Development. Lower School — First seven grades. Upper School — Five Forms. Athletics, Music, Riding, Swimming, and Golf.
Address The Headmaster, Box P, Covina, California

Special Schools

SPECIAL SCHOOL ASSOCIATION

Write for Booklet **"The Parent's Problem"**
Room 2000P 25 West 43d Street
New York City

Binghamton Training School

Nervous, Backward and Mental Defectives

For children of all ages. Separate houses for boys and girls. Special cottage for babies 1-7 years. Individual attention. $75 a month and up. Est. 1881. **Mr. and Mrs. A. A. Boldt, 186 Fairview Ave., Binghamton, N. Y.**

THE WOODS' SCHOOL

For Exceptional Children Three Separate Schools
GIRLS BOYS LITTLE FOLKS
Camp with Tutoring. Booklet. Box 168 Langhorne, Pa.
Mrs. Mollie Woods Hare, Principal.

THE SANATORIUM SCHOOL

For treatment and instruction of physically defective and backward children. Expert care and training. Special attention given to cerebral hemorrhage, paralysis, speech disorders and birth injury victims. Also backward deaf children. **Claudia Minor Redd, Box C, Lansdowne, Pa.**

The Devereux Schools

Separate schools for boys and girls. Juniors and Seniors. All grades in academic work. Athletics. Vocations. Congenial home life. *Address*
HELENA DEVEREUX FENTRESS, Principal, Box P, Berwyn, Pa.

HEDLEY

IDEALLY adapted to the individual training of a select group of educable boys and girls requiring special instruction. Unexcelled location. College-trained staff. Summer camp. Half hour from Philadelphia. 17th year. Catalog. **Box P, Glenside, Pa.**

ROSEHILL
for nervous or retarded children

Individual teaching and training under child specialist (M.D.). Experienced staff. Beautiful, secluded country estate near Philadelphia; 15 acres of sunny slopes. Excellent food. Moderate rates. Booklet.
Mrs. Anne M. Pope, Box A, Chester Heights, Del. Co., Pa.

THE MILLER SCHOOL *for Boys*

who have fallen behind their comrades. Homelike atmosphere. Individual instruction achieves progress. Manual training, Arts and Crafts. Athletics. Supervised play. 50 acres. 24 miles from Philadelphia.
B. Kendrick Miller, 2nd, P. O. Box 137, Lansdale, Pa.

THE STEWART HOME SCHOOL

For Backward Children. 37th Year.

A Private Home and School on a beautiful country estate in the famous Blue Grass Region of Kentucky. Cottage plan. For illustrated catalog address **Dr. John P. Stewart, Director, Box B, Frankfort, Kentucky.**

BRISTOL-NELSON SCHOOL

For sub-normal children. Girls and Boys. Number Limited to 25. Charming Southern Home. Constant and Tender Care Given Each Child.
MRS. CORA BRISTOL-NELSON
Murfreesboro, Tenn.

THE WILSON SCHOOLS

A private school home for children whose parents prefer individual instruction. Every kind of special education. Speech correction. Beautiful buildings and surroundings. Complete facilities. Very reasonable rates.
LaVerne A. Wilson, Mgr., Dayton, Ohio

24-Hour Day School

Especially for the maladjusted child. Beautiful outdoor surroundings. Classroom and Individual work. Muscle training. Speech correction. Non-resident attendance if desired.
BEULAH SHULL BARNES, Director
4719 Conduit Road Washington, D. C.

You can be quickly cured, if you

STAMMER

Send 10 cents for 288-page book on Stammering and Stuttering. **"Its Cause and Cure."** It tells how I cured myself after stammering 20 yrs. **B. N. Bogue, 12609 Bogue Bldg., 1147 N. Illinois St., Indianapolis**

Foreign—Boys

PARK LODGE SCHOOL

PAU (Basses-Pyrenees), France

Preparation American Colleges. Spoken French stressed. American games. Vacation trips. Summer Camp. Winter Sports. Boy Scout Troop. Boarding and Day, ages 8-18. Address: **HENRY A. DRESSER, M.A., Headmaster.**

IS *your* child really learning how to live? Some people never do learn, you know. And often they are not to blame. A child is entirely at the mercy of adults during his first seven years; and those are the very years when he is being fitted or misfitted to go on. What about *your* child?

A school for him is opening in New York this autumn, under our direction, expressly to guide him through his formative stages. Boys and girls from infancy to eight, day pupils, resident pupils are being enrolled.

Possibly we do not know of the young woman particularly suited to be *your* child's governess or nurse. But she does exist; and, no matter where you live, we will help you to seek her out.

Laboratory lessons in PLAY will begin at the Institute in October. They are meant for parents.

CHILD TRAINING INSTITUTE

113 West 57th Street **New York City**

Telephone: Circle 4808

MERRICOURT

For small group of children 3 to 10. Home atmosphere. Parental care. Individual instruction. Supervised play. Beautiful country location. All modern conveniences. Private coasting hill. Always open.

Rev. & Mrs. JOHN C. KINGSBURY, Berlin, Conn.

JUST-A-HOME

For tiny tots. Excellent care and training. Protestant.

MRS. FLORA D. WHITFORD

286 Summer St., Stamford, Conn. Tel. Stamford 3-0414.

FAIRHOPE Year Round Country School

93 Minutes from New York

9th year. Boys, Girls, 2 to 12. Homelike environment, usual studies, creative handwork, individual development; riding, farming, 50-acre estate. Moderate rates.

MR. and MRS. JOHN C. CONROY

Ridgefield, Conn. **Telephone, 630**

Schools—Children

ESSIE OLIVE ABEEL SCHOOL

HACKENSACK, N. J.

A School with Practical Ideals. Cultural and Ethical Instruction. Dancing, Art, Music, Dramatic Art. Pre-Kindergarten through College Preparation. Children 2½-4 carefully trained in supervised play and home activity. July—North Water Gap, Pa.

A limited number of boarding pupils

293 Lookout Avenue **Phone Hackensack 5757**

MONTESSORI

Modified recreational program. Scientific individual direction

Children 2 to 13 years

Miles from N. Y. C. 70, from Philadelphia 30. Established 1914. Rate $800 School year. Mrs. Anna Paist Ryan, Wycombe, Bucks County, Pa.

POLLYANNA HOME SCHOOL

Open All Year. Children 3-7 years. Child Analysis. Creative play. Specialized care.

M. GRUBB, Millington, N. J., Phone 89

HALE MANOR *Children 3-10 School and Camp*

Supervised study and play. French. Music. Kindergarten thru 4th grade. 90-acre playground. 3 bldgs. Open all year. 1 hour from Philadelphia. 2½ hours from New York City. $65.00 monthly. Booklet.

Elysian Delores Hale, Principal, Box 211, Souderton, Pa.

ROCKLAND ACADEMY

Nyack-on-Hudson, N. Y.

An established, co-educational day school. Kindergarten through College Preparatory. Art, Music, French. Resident department for girls under fourteen.

Address, Director, Box 13, Nyack-on-Hudson, N. Y.

HILLTOP *FOR LITTLE FOLKS*

Established seventeen years, $60.00 per month

Agnes Adams, Hastings-on-Hudson, N. Y.

Telephone Hastings 804

Mrs. Burt's School *For Tiny Tots 1 to 12 Years*

Busy, happy family life for young children, under expert, loving care of specialists. Thorough schooling to 6th grade. Supervised outdoor recreation. 3 acres, shady play space.

Box M, 1120 Constant Ave., Peekskill, N. Y. Phone 1139.

Manumit School

PAWLING, N. Y.

Where education is Life—not Lessons. Projects in arts and crafts, carpentry, gardening, animal care and domestic science. Winter sports. Swimming. Academic objectives. Boys and girls, 8 to 15 years. 4-10 grades. Winter term—Summer term. NELLIE M. SEEDS, Ph.D.

Schools—Children

SUNNY HILLS

Near Wilmington, Delaware

Resident and Day School for Boys and Girls. Pre-School and elementary. Open Air classes when advisable. Swimming, Riding, Dancing, French.

Special attention given to poise and social adjustment

MRS. ELLEN G. SAWIN

Box 293 **Wilmington, Del.**

THE TALBOT SCHOOL

All year school, children 5 to 10 years

Home atmosphere, best mental, physical and moral care, under guidance of experienced teacher. References. Terms on request.

Mrs. Joseph B. Seth, Easton, Talbot Co., Maryland

Hessian Hills School

A modern country school for boys and girls, nursery through first year high school, day and boarding.

CROTON-ON-HUDSON, N. Y.

Chevy Chase Country School

Children 4 to 14. Experienced, sympathetic care in home of directors. Ideal health conditions. Small classes. High standards. Summer camp in Maine.

Mr. and Mrs. Stanwood Cobb, Chevy Chase, Md.

The Out-of-Door School

Sarasota, Florida

Day School and Boarding Department

Kindergarten, Lower and Upper School

Tutoring for Tourist pupils

Sunshine and Swimming all the year

Millard HOME SCHOOL

For girls and boys, age 2 to 14. 100 miles northwest of Chicago. Home influence. Limited number. Lake. Saddle horses. Summer Camp. RATE $405. For Catalog Address

E. S. Millard, Box P, Evansville, Wisconsin.

Schools—Co-Ed

KIMBALL UNION ACADEMY

Founded 1813

Prepares for All Colleges. Courses for High School Graduates. Lower School. Excellent Equipment. Gymnasium. Playing Fields. Swimming Pool. Outing Club. Rates Moderate. Aid for Worthy Boys and Girls.

Charles A. Tracy, Box 38, Meriden, N. H.

BUCKSPORT

College Preparatory. Business and music courses. Healthful location. Modern methods. Moderate rates. Catalog on request.

Howard P. Davis, Headmaster, Bucksport, Me.

KENT'S HILL *In the Heart of Maine*

College Preparation. Fully Accredited. Modern Education meeting individual needs. Constructive leadership in athletics and student activities. Moderate rate. **E. W. Hincks, Ed.M., Headmaster, Box P, Kent's Hill, Maine.**

AUSTIN-CATE

College Preparatory School for Boys and Girls in the New Hampshire Hills. A Sound Secondary Education at Moderate Cost. **Clarence Cummings, Headmaster, Box 66, Center Strafford, N. H.**

Vermont Academy

Accredited - College Preparatory - Co-educational.

All Advantages Offered by Modern Preparatory Schools. Junior Dept. Music Dept. Commercial Dept. Varsity and Intramural Athletics. Every Student Participating. Capacity 200—Rate $725. No extras. John B. Cook, Principal, Box P, Saxtons River, Vt.

EAST GREENWICH ACADEMY

On Narragansett Bay. Prepares for college or business. Co-educational. Homelike atmosphere. All sports. Separate Junior School. Catalog. L. W. Le Baron, A.B., Ph.D., Box 11, East Greenwich, R. I.

CHERRY LAWN SCHOOL

Outdoor progressive school for boys and girls 9 to 18. Large faculty-limited enrollment.

Dr. Fred Goldfrank, Director, Darien, Ct.

If You Want More Information —

Fill out the attached questionnaire, if you are not successful in finding the school which you are looking for. We shall be glad to write you a personal letter recommending several suited to your requirements, and the needs of your child. Catalogues will also be sent. There is, of course, no charge or obligation.

School Department
THE PARENTS' MAGAZINE
255 Fourth Avenue, New York, N. Y.

Girl or Boy..... Age.....

Approximate Fee..... Location Desired.....

Underline type school desired. Day or Boarding. Elementary, High School, Military, Finishing, College Preparatory, Graduate.

Special needs of child.....

Name .....

Address .....Sept. 30

A Department for EXPECTANT PARENTS

By LOUISE ZABRISKIE
Field Secretary, Maternity Center Association, New York City

WOMEN now enter upon pregnancy with a greater sense of security than ever before and fathers generally know that their help through this trying period is of utmost importance. It is because prenatal care is being more and more emphasized and accepted that this is true.

Every woman who is looking forward to the coming of a baby, whether it is her first baby or a subsequent one, is interested in knowing how she can tell if a baby is on the way, and if she is pregnant how she can best care for herself and the baby. It is generally known that at this time menstruation ceases, the breasts have a peculiar tingling sensation and become heavy and the woman is often annoyed by slight waves of nausea. A supporting brassiere helps to relieve the breast discomfort and such simple remedies as frequent sips of ginger ale, several small meals a day instead of large ones or something to eat before breakfast will often combat nausea. She may try taking, half an hour before rising, a glass of hot water by sips or clear coffee or clear tea, hot milk or an olive. Then resting quietly afterwards for half an hour will often overcome entirely these first disagreeable sensations. Of course such discomfort may be a symptom of some other condition with which she needs her doctor's help. It is at this time or as soon as she suspects pregnancy that the mother should place herself in the care of a competent physician.

THERE ARE TWO ASPECTS of prenatal care—one which is supervised by the doctor and nurse and the other for which the mother herself with the help of her husband and family must be responsible. The doctor's part is his observation and examination by means of which the mother's health is watched and safeguarded. The nurse supplements this care with her observation and teaching and equally necessary is the mother's own care of herself and her baby, who lives nine months before he arrives.

Perhaps the most important detail of the mother's care of herself is her diet. In general, the mother needs from one pint to one quart of milk, some green vegetables, fruits, dark breads and dark cereals, real butter and eight glasses of water in her diet each day. Food is needed not only for the building and repairing of her own body but for building the growing baby's body as well. When we consider that a whole set of little human bones are being built, two sets of teeth as well as the other complicated systems of the baby's body and all of this is completed in nine months, we realize why food plays such an important part in prenatal care.

Rest is another item to consider. How few mothers know how to rest. Yet through rest the body is enabled to meet the added strain placed upon it. Short periods of rest will help if longer ones cannot be arranged. It is well to remember that should any symptoms, such as headaches, swelling of feet, legs, hands or face, dizziness, etc., appear, resting, taking more fluids, and eating a careful light diet of milk and vegetable soups will afford relief until the advice of the doctor can be obtained. Resting, with the legs elevated, helps to reduce swelling of the feet and legs, as well as varicose veins and cramps in the legs.

THE EXPECTANT MOTHER needs exercise but not to the point of fatigue. Perhaps it should be definitely limited, but much depends on the patient's general condition and how much exercise is involved in her regular day's program. Combining exercise with rest periods is a good plan.

Fresh air and sun baths are other important details which cannot be overemphasized. During the winter months this is more difficult to regulate than during the warmer weather. If a mother appreciates the value of sunshine and the importance of supplying oxygen to the baby these details of prenatal care will not be neglected.

Bathing regularly to keep the skin clear is helpful, for the organs of elimination are burdened with the waste products of both mother and baby. Surf bathing at any time during pregnancy or getting in and out of a bathtub after the seventh month are two subjects that should be discussed with the doctor.

A regular bowel movement a day is essential. A diet of fruits and green vegetables, plenty of fluids and regularity in habits will all help to maintain this standard. Sometimes a mild cathartic is needed. In this case the doctor should be consulted as to what remedy is best.

THE FATHER CAN ASSIST materially in helping his wife to maintain a happy, wholesome attitude during pregnancy. His care and consideration and tenderness at this time will mean much. There is no reason why his (*Turn to page* 57)

Are You

or any of your friends

Expecting a Baby?

If so, you can't afford to be without this book by Dr. Frank Howard Richardson. The doctor is one of the Advisory Editors of and a frequent contributor to this magazine. You will find this charmingly illustrated book helpful, comforting, inspiring. Order a copy for yourself or send it to a friend who is expecting a baby.

A Doctor's Letters to Expectant Parents is an Invaluable Book

—**because** it treats the psychological side of pregnancy as well as the physical.

—**because** it is written for the expectant father as well as the expectant mother.

—**because** it advises on the particular problems of the second and third child as well as the first.

—**because** it is written by a noted pediatrician in an interesting, understandable manner.

Order it through your bookstore, or it will be sent to you immediately postpaid if you use the coupon below.

THE PARENTS' MAGAZINE
255 Fourth Avenue, New York, N. Y.

Please send me at once, postpaid, one copy of **"A Doctor's Letters to Expectant Parents."** My remittance of $1.75 is enclosed.

Name .....

Street and No. .....

City and State .....

P 9 B

Even a Queen
couldn't get away with it

NEVER more would Nahid, loveliest of the Ruman princesses, see the face of Darab, King of Kings.

He had stormed her Father's Province to woo and wed her. Now, by his command, she was leaving the great palace, a cast-off.

Oh, the ignominy of it, the disgrace, the heart-break. For in the brief months that followed their marriage she had come to love this bold, relentless warrior who had swept through Persia, bending Province after Province to his power, to make her his Queen.

With saddening clearness the memory of her wedding day came back to her . . . it seemed but yesterday . . . the golden litter in which she rode, a jeweled crown upon her head . . . the great nobles that escorted her, each with a gift . . . the camels weary beneath their burden of rich brocades and carpets . . . sixty bridesmaids in her train, each with a golden goblet in her hand filled with the royal jewels . . .

How happy she had been. Now like a criminal scourged from the city, she was being sent back to her Father. *For Darab had found her breath not sweet.* It was the one flaw in her loveliness. But it was the flaw Darab could not overlook or forgive.

CHAPTER IV OF THE SHAHNAMA, FIRDAUSI'S GREAT EPIC HISTORY OF PERSIA, DESCRIBES NAHID'S TRAGEDY THUS:

*"She was sleeping * * *
All gems and colour, scent and loveliness.
But verily her breathing was not sweet,
And grew disgustful to the king of kings,
Who shrank and turned his head away from her
Upon the couch because her breath was foul.
The monarch of Iran was grieved thereat,
His mind was troubled, and his soul all care.
They summoned skilful leeches to Nahid,
And one of them, a shrewd and prudent man,
Examined till he found a remedy—
A herb whereby the gullet is inflamed,
Called in Ruman tongue 'iskandar.' This
He rubbed upon the palate of the queen,
And caused her eyes to water lustily.
The fetor fled away, her palate burned,
Her face shone like brocade; but though the Fair
Was sweet as musk, Darab had ceased to love her.
The monarch's heart turned coldly from his bride,
And so he sent her back to Failakus, * * * "*

That was in 120 B. C.—two thousand and fifty years ago. Today, halitosis (unpleasant breath) is still the unforgivable social fault, the offense extraordinary.

"AND SO HE SENT HER BACK TO FAILAKUS, * * * "

THE insidious thing about it is that its presence is usually unknown to its victim. Furthermore, halitosis is widespread; indeed, few escape it for the simple reason that conditions capable of causing halitosis are likely to arise at almost any time in the mouth.

Among its commoner causes are decaying or poorly cared for teeth, pyorrhea, catarrh, temporary digestive derangements caused by excesses of eating or drinking, and minor infections of the nose, mouth or throat.

The one way of making sure that your breath is beyond suspicion is to gargle with full strength Listerine every morning and every night and between times before meeting others. Because of its germicidal* power, Listerine first strikes at the cause of odors, then overcomes the odors themselves. Even such hard-to-efface scents as those of onion and fish yield quickly to it. Keep Listerine handy in home and office. And carry it with you when you travel. It puts you on the safe, polite, and acceptable side. Lambert Pharmacal Company, St. Louis, Mo., U. S. A.

***Though non-poisonous, safe and healing in action, full strength Listerine is at the same time a swift and powerful germicide. Repeated tests show that it kills even such stubborn organisms as the Staphylococcus Aureus (pus), the Bacillus Catarrhalis (catarrh), and Bacillus Typhosus (typhoid) in counts ranging to 200,000,000 in 15 seconds (fastest killing time accurately recorded by science).**

AN EDITORIAL MESSAGE

EDUCATE for LIVING

By W. JOHN COOPER
United States Commissioner of Education

ONCE IT USED TO BE SAID that education is to society what reproduction is to the individual. This reproductive theory of education expressed the ambition of an older generation to create a younger generation in its own intellectual likeness. And this idea still finds a place today in the minds of those adults who believe that a kind of ancestor worship is desirable for the development of a high type of American citizenship.

But our newer theories of education see its primary purpose as growth. We no longer feel that education must make the next generation like us or better than us or make our children do the things that we wanted done and perhaps were thwarted in doing. Rather its purpose in its practical application is to furnish children with the most favorable possible surroundings for their fullest development that each may modify his environment intelligently where he can and adapt himself to situations he cannot change.

Today, in consequence, instead of finding children pictured in the cartoons as resenting the opening of school, the fact is that they return to school with real joy. That is the most significant change which has come over education. If you find Johnny unwilling to go to school, you may take that as an indication that he is attending a school which reflects the ideals of 1905 rather than the ideals of 1930. Not long ago, I attended a state teachers' convention which was being held in the same hall with a convention of gentlemen who were engaged in the occupation of bottling carbonated beverages. And I took occasion to call to the attention of the teachers that to enter through one gateway you had to show your teacher's badge and to enter the other you had to show your bottler's badge. If there were any teachers left who, holding to the ideals of a quarter century ago, believed that education was a bottling up of a certain amount of education in the expectation that it might be used later on, they might very properly sit in the bottlers' convention.

In contrast to the old idea that teachers must cram something into a little mind in order that some twenty-five or thirty years later it may be of some use, we now hold that children should be surrounded with conditions which will stimulate them, which will develop initiative, which will make them happy; in order that, as the result of today's experiences, they may better meet tomorrow's.

"The future of the race marches forward on the feet of little children"—Phillips Brooks

From a Painting by Lydia Field Emmet

PORTRAIT OF A BOY

What to Expect of a SCHOOL

By JOSEPH K. HART
Department of Education, University of Wisconsin

MANY PARENTS feel that they have solved the problems of the education of their children when they have found a school to their liking. Without more ado, they turn their children over to the school—and a great burden drops from their shoulders. In my article, "What a School Can't Do," appearing in the August issue of this magazine, I had something to say about some negative aspects of this method: what parents may *not* ask a school to do.

On the other hand, there are things which parents have the right to expect of schools—things which, soon or late, every school must learn to include within its program if it is to retain the right to have a share in the education of children. Our schools have much to learn; most education is accidental, now. Whatever happens, happens: Teachers try to cure with set lessons the ills they help to produce by their casual attitudes. Schools try to correct by means of talk the evils inherent in community inertias. Education is deeper than lessons, or talk, and both parents and schools are finding this fact out, these days. I do not want to seem dogmatic. What is here to be set down will probably take a long time coming to be, and may have to wait changes in many of our other institutions, including family life. But education must move in these directions if children are to achieve both individual development and broad social rootage; and schools must find their place in this general task of education.

Knowledge is a good thing to have—if it is real knowledge. Unfortunately, or maybe fortunately, there isn't very much knowledge that stays valid very long today. We live in an age of change, so the learned men tell us. But they do not always add that this fact implies that knowledge also changes. About the only thing in elementary knowledge that doesn't change much is the multiplication table. Grammar changes, and so does language; geography and history change: the world doesn't know itself since the great war; science changes all the time, of course; even spelling does its best to become "simplified." Methods in industry and agriculture change from year to year; transportation and communication have been made over many times in the last century. In 1800 no one, probably, had ever gone more than 120 miles in 24 hours; now, anyone who wants to do so can go that far in thirty minutes or less, if he can afford it. Knowledge must change with the times—at least. Anyone who sticks to the text-book is soon lost in antiquated information.

These things mean, I suppose, that a school must be something other than a mere center of knowledge, or of learning out of books: it must be a center of intelligence, and that implies many things. It means that the school must be intelligent about its own organization and methods, about its aims and its means; it must be intelligent about children, and their needs, and their relationships to the world and the future; it means that the school must be intelligent about life and the world, even though the problems of life and the world are too baffling to be solved. A school that doesn't dare face the real problems of the world, a teacher who rationalizes his detachment from the world will, soon or late, be denied the chance to meddle in the developmental processes of the children of intelligent parents. I do not mean that the school must "solve" those problems. I mean that schools and teachers must be aware of the world of problems, and they must help children get ready to live in a world made up primarily of problems.

I mean that the administrators and teachers must be not merely men and women who know something—that they can teach to children; they must be intelligent workers in those ranges of experience which are called educational. I mean that the curriculum of the school must be not merely knowledge: it must provide opportunities within which children will live and behave and act, enjoy and suffer, discover and create their world and themselves, and integrate the parts into a growing whole through the years of childhood and youth. I mean that the methods employed in the school must be organized not primarily with respect to the giving of knowledge, but with respect to the development of intelligence in the children, and critical judgment, which is a very different thing. Intelligent parents have not only the right, they have the duty to demand that the school to which they send their children shall manifest such intelligence. But, on the other hand, if they ask the school to which they send their children to show such intelligence, they should not be too much disturbed when their children begin to manifest the influence of such education in their adjustment to life.

Here I must set up a warning and offer an illustration. The warning is this: There *are* schools where the things above suggested are much talked about and even incorporated into the "course of study" in the form of talk. There must always be some talk wherever human beings, of any age, are gathered together. But education is not made up of talk. The great educational evil of our times is the fact that millions of children are cut off from vital experiences of the far-flung human types, and they must be content to have little but talk about most such experiences. It is the tendency of city schools, today, cut off from industry and adult concerns, to make good the loss by reading and talking. Pictures enter in a bit, and some use of pictures is valid. But most of the reading and the talk get the child nowhere.

WHAT I WANT is schools in which the primitive ranges of human experience are either certainly presupposed, or else the course of education involves areas of activities which definitely bring in such experiences. No school can be called justifiable, today, in any educational sense, save as it provides opportunity and material and social stimulus to its children to live and act and share and create and have interests and real emotions and preliminary intellectual (*Turn to page* 48)

If Your Child Is—

Under 5 Years

You will be particularly interested in the features beginning on pages 16, 18, 20, 22, 24, 28, 29, 32, 33, 36, 40, 54, 58, and 73.

Between 5 and 10 Years

You will be particularly interested in the features beginning on pages 13, 15, 16, 19, 20, 22, 23, 24, 28, 30, 32, 33, 34, 36, 38, 40, 54, 58, 62, 66, 73, and 80.

Between 11 and 18 Years

You will be particularly interested in the features beginning on pages 13, 15, 19, 20, 22, 23, 24, 26, 32, 33, 34, 38, 54, 58, 62, 66, 73, and 80.

AS CHILDREN GROW OLDER they constantly present new problems. You will want to inform yourself in advance in order to meet them successfully. A single article is apt to give you ideas which may have a lasting influence on the health, happiness and character of your child, or on your relationship with him.

ARE DAY-DREAMS

The report of a recent experiment, carried on at the of which was to discover the difference between harmful

EVERY CHILD DAY-DREAMS and even adults are prone to spend much of their time in phantasy. Although the day-dreams of children are in most cases of little consequence we do find some children whose personality is detrimentally affected by their phantasies.

Most children should not be discouraged from phantasy; in some cases they should be deliberately encouraged in their day-dreaming in order to bring out their creative imagination so necessary for progress. Intelligence without an accompanying creative imagination is of little value. A highly intelligent person without the ability to visualize new situations and to create imaginary conditions is no better off than a person of average or inferior intelligence. Straying from reality is not always harmful unless a person loses sight of actual conditions of life. The personal history of the foremost artists, scientists and writers shows a creative imagination often dangerously close to abnormality. Their ability to combine imagination with reality was probably the cause of their productivity.

The phantasies of children, while in many cases of actual help in developing them intellectually, sometimes become problems not only for parents but for teachers as well. When a child spends most of his time in day-dreaming his school work is affected thereby and he may be singled out by his teacher as inferior in intelligence. Many children who are supposedly unable to do their school work because of lack of intelligence come to the attention of psychologists. On close examination they are found to be intellectually normal but are unable to concentrate sufficiently, because of day-dreaming, to do their work properly.

On the other hand, many parents are unduly concerned about the day-dreaming of their children. They feel that it shows an abnormal mental state, whereas experimental observations have shown that day-dreaming is a normal activity of young children and should not be discouraged if it does not occur with sufficient frequency to disturb them.

A child utilizes phantasy in order to attain desires which are otherwise impossible of attainment in everyday life. His limited environment often inhibits the attainment of his desires, and by using phantasy he is able to live in a world which he cannot realize ordinarily. In the world of phantasy his wishes gain fulfilment satisfactory to him. Children find phantasy pleasurable; otherwise they would have no occasion to turn away from the world of reality. A child is generally the hero of his day-dreams and when he suffers from some feeling of inferiority in his everyday life he is more apt to turn to day-dreaming. In most phantasies a child lives a life opposite to his actual conditions. If he is unable to gain attention in ordinary life he constructs a world in which he is the center of the stage.

Ruth Alexander Nichols

This youngster has escaped from the uninteresting business of eating her cereal and taken refuge in a land of make-believe where there are no vitamins or calories

(Above) Most children do not express their phantasy in words when anyone is in sight: so a dictograph was installed beneath the beds on which these children went to sleep

(At left) Another experiment making use of apparatus attached to beds is measuring the various factors influencing the children's afternoon sleep

In a recent experiment at the Washington Child Research Center Miss Rita O'Grady attempted to find the amount of phantasy shown by young children and the difference betwen harmful and beneficial day-dreaming. Most children do not show phantasy in which they talk to themselves when anyone is in the room with them. For this reason it was necessary to find a way in which their spoken phantasy could be obtained without interfering with their privacy. A dictograph apparatus was therefore arranged in which the transmitter was hung in an unobtrusive place and the observer listened with ear phones in another room. In this way the spoken phantasies of these children were obtained without their knowledge.

AT FIRST the time of day and the conditions under which the children indulged in their phantasies were ascertained. It was found that a new situation was conducive to phantasy but most of the children day-dreamed after going to bed. The apparatus was therefore

DANGEROUS?

Washington Child Research Center, the object and beneficial day-dreaming in children

By MANDEL SHERMAN, M.D., Ph.D.
Director Washington Child Research Center

attached under the bed during daytime without the child's knowledge, and the experimenter returned in the evening to listen to the phantasies. At least one visit a week for five weeks was made to the home of each child studied. In this way a continued story was obtained over a period of at least five or six weeks.

This cheery dining-room in the Washington Child Research Center gives little suggestion of a laboratory, though the children there are under constant observation

Phantasy is harmful when it takes up time the child should ordinarily give to routine activity. It encourages withdrawal from the group and promotes habits of laziness

Washington Child Research Center

It was found that the majority of children show spoken phantasy; that is, their day-dreaming is verbalized. Young children, especially below seven years of age, often talk to themselves. They speak out their thoughts without feeling that it is unusual. As they grow older adults around them discourage their talking to themselves, and very soon they inhibit this altogether. For this reason the experiment was performed on children under seven.

THE PHANTASIES of children occur most frequently when they are alone. This is especially true when they verbalize their day-dreaming; that is, when the content of the phantasies is dramatized in language. Thus, it was found that spoken phantasy occurs most frequently after a child goes to bed, and often falling asleep is prolonged as much as possible this way. In questioning parents they nearly always reported that their presence caused the spoken phantasies to stop as soon as their children became aware of the parents.

On the basis of the experiments, the phantasies of children were divided into two types, the *casual* and the *systematic*. By casual phantasy is meant that type of day-dreaming which is dependent upon the past experience of a child and upon the objects in his immediate surroundings. These children change their phantasies from day to day and even during a single day. A child may play Indian in the morning and again play some totally different person in the afternoon. In systematic phantasy, on the other hand, the content does not vary from day to day. The details may vary a little, but in general the structure of the day-dreams is not altered. If such day-dreams are altered they change in length but not in type.

Whereas casual phantasy is dependent upon the immediate surroundings and only slightly upon the desires of a child, systematic phantasy concerns itself with the worries a child may have. Children below seven often have many difficulties which they are either unable or unwilling to tell their parents. They cannot solve their difficulties easily, and they resort to phantasy in order to overcome them.

PHANTASIES which are carried out in dramatic fashion with great care are indicative of difficulties. A child's attention and thought usually change frequently and he does not carry a problem for a very long time. However, sensitive children often worry a great deal about something in their surroundings, whether it be punishment by the parents or inability to play with other children. When such children employ day-dreaming as a means of gaining their desires there is a probability that their worries have been developed to the point of danger.

In general, a certain amount of phantasy should be encouraged because a child is thus able to use his imagination and intelligence creatively. However, when phantasy takes hold of a child to the extent that he is unable to adapt himself to his surroundings in a normal manner it should be considered as definitely harmful to his well-being. (*Turn to page* 81)

FIGHTING A HANDICAP

Illustrated by HERMAN PFEIFER

A tremendously moving story of a boy and his mother who fought a disability and won through to happiness and achievement

By BLANCHE S. MARX

He might have been a pampered cripple who felt sorry for himself. Instead, he chose to triumph over his handicap and live like other boys

"JOSEPH, EITHER YOU WALK or I shall have to punish you."

"But, Mother, I *can't* walk!"

"Oh, yes, you can, and you must."

Joseph accordingly took the first steps he had taken in over a year. To be sure, the steps were but three in number, but they were steps, and steps in the right direction—so the first lap in the handicap race was won!

Joseph is an infantile paralysis case. At the time of this incident he was four and a half years old and he had been paralyzed for over a year. Both legs were in braces, but even with their support he could not take a step without his crutches. However, both his nurse and I, his mother, had noted that when he walked, holding one hand in hers and one in mine, he bore no weight on either hand. So I was convinced that his inability to walk was due to his mental attitude toward his own capabilities.

Now my task was to get Joseph to walk at any price, and I dared not permit myself to dwell on the fact that I was coercing a helpless child—for any child, in the last analysis, is a helpless child—and if I were to be pacemaker in the race that we had set ourselves to win, I could not turn aside because of sentimentality. I must see to it that my entrant went the surest way toward the goal. We had tried reasoning, promises and cajolery in vain. I could think of but one other method and I tried it. Joseph walked three steps, paused in amazement and joy, and then started out again, walking through three small adjoining rooms. Back in my lap, both of us were a little hysterical but exultant as well.

I have said that we won the first lap in the race. What was our race, and what our goal? Joseph, a strong, healthy baby of three and a half years, was stricken with infantile paralysis in such acute form that it was amazing that he was in the running at all. He emerged from the siege with absolutely helpless legs. Yet he must enter life's race with normal children, and I must act as trainer and pacemaker.

Our goal was normality, and normality meant health in every sense of the word—*mens sana in corpore sano*. We would be winner if we could attain physical health, and come through so that no one who would meet the man would ever know that the child had not been as other children. To train to this end we must overcome disabilities in such a way that the physical drawbacks, if they remained, would be the only handicaps. Our goal must be ever kept in mind, but we must not forget we were living a life during the time of our training, and that part of life, too, must be worth the living.

I took inventory of our assets and liabilities, and found that our stock figured up thus:

On the debit side we had a practically helpless body, and a very nervous temperament. The credit side showed a keen, alert mind, and a happy nature. Our problem was to have the items on the credit side of the list overbalance those on the debit side of the list.

Joseph had poliomyelitis in such a virulent form that, even after the acute stage had passed, his legs were left totally powerless, so that he could not walk even with the aid of crutches, and with braces that locked at hip and knee. The thirteen years since the attack have been spent, first in a concentrated effort to obtain motor power, and then in strengthening that slowly regained power, and in correcting deformities developed during the process. The physical aspects were constantly changing during that period, but the principles applied in regaining and retaining his normality remained unchanged.

DURING THE TIME when Joseph was unable to walk, even with the aid of crutches, we rigged up two long broomsticks, with crutch-tips on their ends, and these the baby grasped at his level, while I held them at the top. When we moved these, ever so carefully, Joseph was able to accomplish a very slow progress. We practiced, in this fashion, in the back yard, all during the autumn, but as the winter approached (*Turn to page* 44)

Can One Influence AN UNBORN CHILD?

An answer based on the latest scientific knowledge concerning prenatal influence

By DR. THOMAS D. WOOD

Professor of Health Education,
Teachers College, Columbia University

and ZILPHA CARRUTHERS

"WHERE did you come from, baby dear?" "Out of the Nowhere into the Here," the old verse used to answer with more sentiment than accuracy. To comprehend something of the wonder of that coming, to evaluate the parents' and particularly the mother's true part in its success, is to put aside a host of old beliefs, traditions, and superstitions. For as the mysteries of life, little by little, are being better understood and superstition is being gradually replaced by science, the emphasis has shifted from the mysticism of "maternal impressions" to the practical knowledge of nutrition and hygiene. But even the woman who follows the simple scientific rules for the expectant mother that are b coming increasingly well known frequently does not understand why she should do so.

It is not only that we do not know the actual facts, but that we are apt to believe things that are entirely untrue. "Flesh of my flesh and blood of my blood," for instance; men and women have said it of their children since time began and they are still saying it. And yet it is a fundamentally mistaken idea. Simply, it is not so.

"Children are not born from their parents' body cells, nor from their blood, nor bones, nor tissues, nor nervous systems, nor brains, nor wishes, nor desires, but from the family germ cells," says A. E. Wiggam in his book on "The Fruit of the Family Tree."

In other words, every human being has within him two essential materials; first, the kind of life-stuff called "body cells" which go to make up all the various members and organs of the human body; and second, the kind of life-stuff called "germ cells," which have nothing to do with making the body and are only connected with it in the sense that they are harbored within it; and whose sole function is to pass on the family and racial life stream from one generation to the next. Thus, not out of the "Nowhere," not out of dreams, not even out of his parents' flesh and blood, but out of their hereditary germ cells the baby comes.

Every father ought to understand this fact, because it will increase his realization of his importance to his children. No mother can any longer think of herself as overwhelmed by the task of "making" her child; she must regard herself as the trustee of something far finer than she could possibly make single-handed. This change in point of view means that while the mother can no longer hope to produce a preacher by reading sermons, she need no longer fear that if frightened by a mouse or what not she will deposit a "birthmark" in the shape of a mouse upon the child.

By the time the baby sees the light of day he has already been influenced by three different currents of prenatal influence. He has, as we have already noted, received from the family germ cell his racial characteristics, such as the general body type, the form of face and head, and capacities or aptitudes for certain mental and temperamental developments. He has, in the second place, been affected by the physical characteristics transmitted by both his parents to these germ cells to which the parents' bodies are hosts. Because of one of the many wise safeguards with which nature surrounds them, the germ cells are not easily affected by any of the ordinary ups and downs of the parent's well-being. But long continued abuse of the human body may injure the germ cells harbored within it. The germ cells may be poisoned by alcohol, by phosphorus, by lead, and certain chemicals, or by the toxins of certain diseases—most serious of all by syphilis. The influence of nutrition upon the germ cells is probably greater than has been realized until very recently. It is thus essential that every man, as well as every woman, who hopes to see his family line continue strong and healthy through himself, his children, and his children's children, should do his part to preserve his racial inheritance conveyed by the germ cells from generation to generation.

In both these types of influence the parents have an equal share because they act upon the single germ cell itself and not upon the child who has already begun a new life out of the union of two cells, one of which comes from each parent. From that point on whatever good comes to the child is its mother's gift, for at the moment of conception the influences that can touch the cells while independent have completed their work and all other gates of gifts, save the mother's, are closed.

And yet there is no other phase of human life in relation to which so many fallacies have existed and still persist. It is true that the mother can influence the well-being of her unborn child, but it has taken humanity multitudes of generations to find out how and why. Actually, there is just one channel through which the mother can reach the child, and that is through her blood. Science has never discovered any nervous connection, for nature has surrounded the child with a protective mechanism which is as perfect and complete as anything in life. The mother is the trustee, the nurse, and her whole task is one of nurture and nutrition. Her duty is to supply the child with food and to carry off waste products. Both of these come and go through her blood. Through this channel, too, in spite of its protective mechanism, the unborn child may actually be poisoned by certain chemicals, including alcohol and lead and others, and by the toxins of certain diseases.

BUT THE CASES in which such poisoning occurs are proportionately exceedingly few, and the great and universal source of maternal influence is through nutrition. Most mothers today have been told by their physicians that they must eat plenty of vegetables and milk, and that they must guard their diet in what other ways are necessary for their own health. But not all of them know that, since there is no nervous (*Turn to page* 68)

COMING!

What to Expect of the White House Conference

¶ An important article by Miss Grace Abbott, Director of the United States Children's Bureau.

How and When to Teach Good Habits

¶ Telling how to combine housework and child care and do justice to both.

When Adolescence Comes

¶ Help for the parents of the maturing boy and girl in this article by a well-known doctor.

The Home Library

¶ The first prize-winning article in a contest sponsored by the National Federation of Women's Clubs.

What Science Is Doing for the Baby

¶ The latest and best information on baby care.

FIGHTING A HANDICAP

Illustrated by HERMAN PFEIFER

A tremendously moving story of a boy and his mother who fought a disability and won through to happiness and achievement

By BLANCHE S. MARX

He might have been a pampered cripple who felt sorry for himself. Instead, he chose to triumph over his handicap and live like other boys

"JOSEPH, EITHER YOU WALK or I shall have to punish you."

"But, Mother, I *can't* walk!"

"Oh, yes, you can, and you must."

Joseph accordingly took the first steps he had taken in over a year. To be sure, the steps were but three in number, but they were steps, and steps in the right direction—so the first lap in the handicap race was won!

Joseph is an infantile paralysis case. At the time of this incident he was four and a half years old and he had been paralyzed for over a year. Both legs were in braces, but even with their support he could not take a step without his crutches. However, both his nurse and I, his mother, had noted that when he walked, holding one hand in hers and one in mine, he bore no weight on either hand. So I was convinced that his inability to walk was due to his mental attitude toward his own capabilities.

Now my task was to get Joseph to walk at any price, and I dared not permit myself to dwell on the fact that I was coercing a helpless child—for any child, in the last analysis, is a helpless child—and if I were to be pacemaker in the race that we had set ourselves to win, I could not turn aside because of sentimentality. I must see to it that my entrant went the surest way toward the goal. We had tried reasoning, promises and cajolery in vain. I could think of but one other method and I tried it. Joseph walked three steps, paused in amazement and joy, and then started out again, walking through three small adjoining rooms. Back in my lap, both of us were a little hysterical but exultant as well.

I have said that we won the first lap in the race. What was our race, and what our goal? Joseph, a strong, healthy baby of three and a half years, was stricken with infantile paralysis in such acute form that it was amazing that he was in the running at all. He emerged from the siege with absolutely helpless legs. Yet he must enter life's race with normal children, and I must act as trainer and pacemaker.

Our goal was normality, and normality meant health in every sense of the word—*mens sana in corpore sano*. We would be winner if we could attain physical health, and come through so that no one who would meet the man would ever know that the child had not been as other children. To train to this end we must overcome disabilities in such a way that the physical drawbacks, if they remained, would be the only handicaps. Our goal must be ever kept in mind, but we must not forget we were living a life during the time of our training, and that part of life, too, must be worth the living.

I took inventory of our assets and liabilities, and found that our stock figured up thus:

On the debit side we had a practically helpless body, and a very nervous temperament. The credit side showed a keen, alert mind, and a happy nature. Our problem was to have the items on the credit side of the list overbalance those on the debit side of the list.

Joseph had poliomyelitis in such a virulent form that, even after the acute stage had passed, his legs were left totally powerless, so that he could not walk even with the aid of crutches, and with braces that locked at hip and knee. The thirteen years since the attack have been spent, first in a concentrated effort to obtain motor power, and then in strengthening that slowly regained power, and in correcting deformities developed during the process. The physical aspects were constantly changing during that period, but the principles applied in regaining and retaining his normality remained unchanged.

DURING THE TIME when Joseph was unable to walk, even with the aid of crutches, we rigged up two long broomsticks, with crutch-tips on their ends, and these the baby grasped at his level, while I held them at the top. When we moved these, ever so carefully, Joseph was able to accomplish a very slow progress. We practiced, in this fashion, in the back yard, all during the autumn, but as the winter approached (*Turn to page* 44)

Can One Influence AN UNBORN CHILD?

An answer based on the latest scientific knowledge concerning prenatal influence

By DR. THOMAS D. WOOD

Professor of Health Education,
Teachers College, Columbia University

and ZILPHA CARRUTHERS

"WHERE did you come from, baby dear?" "Out of the Nowhere into the Here," the old verse used to answer with more sentiment than accuracy. To comprehend something of the wonder of that coming, to evaluate the parents' and particularly the mother's true part in its success, is to put aside a host of old beliefs, traditions, and superstitions. For as the mysteries of life, little by little, are being better understood and superstition is being gradually replaced by science, the emphasis has shifted from the mysticism of "maternal impressions" to the practical knowledge of nutrition and hygiene. But even the woman who follows the simple scientific rules for the expectant mother that are b coming increasingly well known frequently does not understand why she should do so.

It is not only that we do not know the actual facts, but that we are apt to believe things that are entirely untrue. "Flesh of my flesh and blood of my blood," for instance; men and women have said it of their children since time began and they are still saying it. And yet it is a fundamentally mistaken idea. Simply, it is not so.

"Children are not born from their parents' body cells, nor from their blood, nor bones, nor tissues, nor nervous systems, nor brains, nor wishes, nor desires, but from the family germ cells," says A. E. Wiggam in his book on "The Fruit of the Family Tree."

In other words, every human being has within him two essential materials; first, the kind of life-stuff called "body cells" which go to make up all the various members and organs of the human body; and second, the kind of life-stuff called "germ cells," which have nothing to do with making the body and are only connected with it in the sense that they are harbored within it; and whose sole function is to pass on the family and racial life stream from one generation to the next. Thus, not out of the "Nowhere," not out of dreams, not even out of his parents' flesh and blood, but out of their hereditary germ cells the baby comes.

Every father ought to understand this fact, because it will increase his realization of his importance to his children. No mother can any longer think of herself as overwhelmed by the task of "making" her child; she must regard herself as the trustee of something far finer than she could possibly make singlehanded. This change in point of view means that while the mother can no longer hope to produce a preacher by reading sermons, she need no longer fear that if frightened by a mouse or what not she will deposit a "birthmark" in the shape of a mouse upon the child.

By the time the baby sees the light of day he has already been influenced by three different currents of prenatal influence. He has, as we have already noted, received from the family germ cell his racial characteristics, such as the general body type, the form of face and head, and capacities or aptitudes for certain mental and temperamental developments. He has, in the second place, been affected by the physical characteristics transmitted by both his parents to these germ cells to which the parents' bodies are hosts. Because of one of the many wise safeguards with which nature surrounds them, the germ cells are not easily affected by any of the ordinary ups and downs of the parent's well-being. But long continued abuse of the human body may injure the germ cells harbored within it. The germ cells may be poisoned by alcohol, by phosphorus, by lead, and certain chemicals, or by the toxins of certain diseases—most serious of all by syphilis. The influence of nutrition upon the germ cells is probably greater than has been realized until very recently. It is thus essential that every man, as well as every woman, who hopes to see his family line continue strong and healthy through himself, his children, and his children's children, should do his part to preserve his racial inheritance conveyed by the germ cells from generation to generation.

In both these types of influence the parents have an equal share because they act upon the single germ cell itself and not upon the child who has already begun a new life out of the union of two cells, one of which comes from each parent. From that point on whatever good comes to the child is its mother's gift, for at the moment of conception the influences that can touch the cells while independent have completed their work and all other gates of gifts, save the mother's, are closed.

And yet there is no other phase of human life in relation to which so many fallacies have existed and still persist. It is true that the mother can influence the well-being of her unborn child, but it has taken humanity multitudes of generations to find out how and why. Actually, there is just one channel through which the mother can reach the child, and that is through her blood. Science has never discovered any nervous connection, for nature has surrounded the child with a protective mechanism which is as perfect and complete as anything in life. The mother is the trustee, the nurse, and her whole task is one of nurture and nutrition. Her duty is to supply the child with food and to carry off waste products. Both of these come and go through her blood. Through this channel, too, in spite of its protective mechanism, the unborn child may actually be poisoned by certain chemicals, including alcohol and lead and others, and by the toxins of certain diseases.

BUT THE CASES in which such poisoning occurs are proportionately exceedingly few, and the great and universal source of maternal influence is through nutrition. Most mothers today have been told by their physicians that they must eat plenty of vegetables and milk, and that they must guard their diet in what other ways are necessary for their own health. But not all of them know that, since there is no nervous (*Turn to page* 68)

COMING!

What to Expect of the White House Conference

¶ An important article by Miss Grace Abbott, Director of the United States Children's Bureau.

How and When to Teach Good Habits

¶ Telling how to combine housework and child care and do justice to both.

When Adolescence Comes

¶ Help for the parents of the maturing boy and girl in this article by a well-known doctor.

The Home Library

¶ The first prize-winning article in a contest sponsored by the National Federation of Women's Clubs.

What Science Is Doing for the Baby

¶ The latest and best information on baby care.

WATER BABIES of the

Courage, resourcefulness, the ability to hold their own are traits we have something to learn from the training of primitive brown children

WHEN A CHILD'S SURROUNDINGS are filled with danger the parents may take one of two attitudes. They may either guard the child, surround it with watchful care and unflagging attention until it is several years of age or they may force the child to become alert and self-sufficient at an early age. The Manus people of the Admiralty Islands, north of New Guinea, have as difficult a problem in bringing up their children as do the anxious mothers whose children's only playground is the city streets. These people live in houses which are built on stilts in a salt-water lagoon about half a mile from shore. Between and underneath the houses flows the tide. The lagoon is sometimes only six inches deep, sometimes six feet, so the houses have to be built with their verandas eight or nine feet above the low-water level. The floors of the houses are loose slats laid down in sections on firmer supports beneath. These slats are very convenient when it comes to housecleaning, but sometimes a baby falls through a set which have been carelessly misplaced. So some babies' first experience of the water is an unexpected cold dip at the age of three or four months. The frightened infant is hastily rescued by its mother or father and its nervous system does not seem to suffer permanently from the ducking, for there are no people with water phobias in a Manus village. Aside from this informal and unpremeditated introduction to the water, a Manus baby is kept strictly within doors until it has learned how to use its hands to get a firm hold on its mother's neck. The mother who takes her child out of the house has to climb down a rickety ladder, or a notched log, from the high house floor to the landing veranda below. From there she has to unfasten her canoe, get the punt, and, standing with feet firmly planted in the inch-thick gunwales, she must dextrously punt the canoe in and out among the houses and abandoned house sites of the village. This strenuous program leaves no room for a baby held cozily within the curve of her arm, so the baby is not taken along until the mother can trust him to hold firmly to her neck no matter what happens. She may strike her punt against a rock in the bottom of the lagoon, lose her balance and plunge into the water. The baby must hold on undeterred by cold or seaweed or salt water until she has climbed back into the canoe. And the Manus baby does. First schooled within the house, carried about on his mother's back as she ducks about under the low rafters and overhanging shelves, then taken down to the veranda, at about a year old he can be taken with his mother in a canoe. Another two months and the mother can let him sit up in high state at the other end of the canoe, ten or twelve feet away from her, dangling his fingers in the water as he reaches over the side, but obediently keeping his seat in the bottom of the canoe and making no move to climb out. The mother can do this because she knows that if he does fall out she, who is swift and sure of herself in the water, will have no trouble in saving him. As soon as the baby learns to toddle about he is put down in the water at low tide and while his mother stands watchfully by, he paddles uncertainly about, letting the ooze tickle his toes, grasping at a bit of passing seaweed. Every step on land is matched by a step in the sea and by the time the child has achieved control of his body on land he is already learning to swim.

Above: The Manus mother sets her child an example of perfect ease and skill in the water

Left: A group of young fishermen, miniature fish spears in hand, return to the shallow salt lagoon that is the village playground

Learning to shoot swift and straight is more than a game where lucky shots mean extra fish for supper

THE MANUS think of walking and swimming together, so that the ceremony for a mother of a new baby includes a charm recided by her father's sister, which says, "May you not have another child until this one is able to run about and swim." The child passes imperceptibly from paddling about to swimming, imitating the strokes of slightly older children as he ventures into deeper and deeper water. At the same time he is learning to climb about the rafters in the house, about the canoe, up and down the slippery house piles which are often his only means of ascent into the house. Children of two and a half, who are still being fed from their mothers' breasts, climb out over the outrigger of the canoe and swim with the

SOUTH SEAS

would develop in our children. Perhaps we whom this author lived among and studied

By MARGARET MEAD
Ethnologist, American Museum of Natural History
•
Author of "Growing Up in New Guinea"

canoe, supporting themselves with one hand. Once they are at home in the water, they are given small canoes of their own which they must learn to paddle, to punt, to right in the water if they upset, to swab out if they become flooded.

ON A FINE DAY the whole village looks like a playground; everywhere there are groups of children playing in the water: here a group of older boys racing in their canoes; there a group of boys in hot pursuit of a canoe full of little girls; here a flotilla of small canoes manned by three-year-old mariners who shriek with delight as they send their comrades head-over-heels from their precarious footholds on the gunwales. An American mother would shudder at the spectacle and would see nothing to reassure her. Over near a small volcanic island, swings of twisted vines are sweeping the water in a thirty-foot arc; with one foot supported by a loop of vines the children swing back and forth, shouting and apparently careless of safety. How many accidents, how many deaths by drowning must occur in such a place, is the inevitable exclamation. And yet, in the memory of the oldest inhabitant only one child has been drowned in the village; this was a three-year-old who had ventured too far from the village in the company of a five-year-old who had been unable to save her when the canoe upset. The older child was severely blamed by the entire village for such carelessness and lack of physical prowess. This is a much better record than that of our inland villages with only a millpond for a water playground.

Among all the children in the village, all were perfectly at home in the water, all had hands trained to a firm hold on the most slippery and elusive surface, eyes trained to judge distances, feet that could grasp a narrow base almost as well as hands. Not only could they handle their own tiny craft, but they soon learned to punt the twelve-foot canoes of their fathers. Early morning saw processions of canoes, twelve and fifteen feet in length, being punted through the village by children of three and four, while young men and old men sat on the central platforms, gazing proudly at their precocious little boatmen. At sea in a great outrigger canoe with its two square sails and a speed which exceeds that of a small schooner, the children of five and six are more useful than twelve-year-old cabin boys. Acquainted with every part of the canoe, every piece of tackle, they crawl back and forth over the canoe, efficiently, carrying out commands. If something falls overboard, they are after it like a shot. Indeed this is one of the most important duties of these water babies, rescuing lost articles which have fallen out of a canoe or through the house floor.

The proficiency of these little brown children is so startling that one well may inquire how it is brought about. What rigid discipline, what magic formulas of encouragement, are used by the parents? After many months of watching these children, together and with their elders, I believe that one of the most important factors in the children's self-confidence is their well justified confidence in their parents' physical skill. A Manus baby, unless it has crawled off by itself, or rolled off its mat to a weak spot in the house floor, has had no unpleasant or unnerving experiences. It was never dropped from an unsteady hand; its head was never bumped or its shins barked because its mother inaccurately judged distance. It had never felt the carrying parent slip or stumble. When its mother falls into the water, she is so at home there that the child gets no sense of being abandoned in a dangerous situation. Clinging to its mother's back, it is clinging to absolute safety.

MANUS BABIES are seldom entrusted to the care of children and never to the hands of children under ten or twelve. They never have to face the kind of careless disregard which older children might accord them. Not until they can swim and climb in their own right do they play with older children without an adult close by. A child who is paddling about the edge of a small island or under the house piles at low tide may look abandoned to danger by the uninformed onlooker, but this is not so. Within every house near-by, on every veranda, there are adults whose ears are strained for the first cry of distress, who never for a minute lose their awareness of the child. A little toddler may seem to be tottering near the edge of an open doorway from which he will fall, but every adult in the room is watching him.

(*Turn to page* 61)

These youngsters of the Admiralty Islands learn to swim at two-and-a-half years and manage a canoe four times their length at three

What's What in IMMUNIZATION

By OSCAR T. SCHULTZ, M.D.
Pathologist at Saint Francis Hospital, Evanston, Illinois

IMMUNITY IS A WORD very freely used today; but how many persons fully understand what it is, or how and for what diseases it may be attained?

To put it in simple terms, immunity is the state of resistance to disease caused by the presence in a person's system of living micro-organisms or bacteria. The study of what happens when a person is thus enabled to resist "taking" an infectious disease is one important part of the science known as immunology. In addition to investigating these mechanisms of resistance, immunology studies means of recovery from infections that have already been established and the processes of protection which keep a person from having the same infectious diseases more than once.

Nature starts us all out in life with certain immunities, but modern science is not content with this partial protection and is seeking to increase both our resistance and our means of recovery. In doing this it must build upon the provisions of nature. Without natural immunity to disease germs the hazards of starting out in life would be tremendously increased. But the new-born baby is provided with certain inherited properties of body tissue and fluid which resist bacterial disease. If this were not so, every infant would be made ill by the slightest exposure.

These inherent powers of resistance are invaluable, but they are by no means all-protective. In fact, after the first few months the original immunity may largely disappear. But even then nature does not leave us entirely at the mercy of infections. For when inherent powers of resistance do fail and we fall victim to this or that infection, then our bodies tend to develop new properties and new mechanisms which will enable us to recover from this particular disease. And after one attack of a disease has been thus successfully weathered, the reaction set up usually leaves a lifelong protection against that particular germ. This is especially true of the highly contagious diseases of childhood. If it were not for this fortunate provision, all children would have repeated cases of measles, scarlet fever, whooping cough, diphtheria, and other diseases.

But though nature, through these processes, does not leave us wholly without protection, the hazards have remained high, too high to satisfy the present day with its growing realization of the value of human life. The science of immunology has therefore been developed in order to secure immunity where no natural provision for it is in operation, or where the cost of it, by nature's method, is too treacherously high. The results already attained constitute some of the most wonderful achievements of mankind. But the science is still young, much of its knowledge is still in process of development, and much of its work is in the experimental stage. As knowledge and experience increase, immunology will possibly deal with all bacterial diseases as successfully as it already deals with certain ones.

In its practical application for the prevention and cure of disease immunity works through two mediums . . . vaccines and serums. These are not the same, either in the method of their preparation or in what they are intended to do.

Vaccines contain the disease-causing agent of virus itself, either in a greatly weakened but still living condition or in a dead state. Though the latter cannot cause the disease, it stimulates the body into which it has been introduced (this is usually done through the skin) to produce protective substances. These are strong enough to make the individual immune to the particular disease caused by the bacterial germ.

Protect Your Children!

THE GREAT MAJORITY of good-sized communities in this country provide for immunization against smallpox, typhoid fever, hydrophobia, diphtheria and tetanus, and for the serum treatment of diphtheria, under the auspices of the municipal, county, or State health organization. While many doctors make no practice of administering the preparation, there can usually be found one or more in every locality who are quite competent to do so. The manufacturers have been at great pains to put out these preparations in readily and safely usable form. The Public Health Service is charged by law with the duty of controlling the manufacture and interstate sale of these products, and insists on precautions to insure their safety and potency. All parents should acquaint themselves with the facilities for protection against disease provided by their community.

Hugh S. Cumming, Surgeon General
U. S. Public Health Service

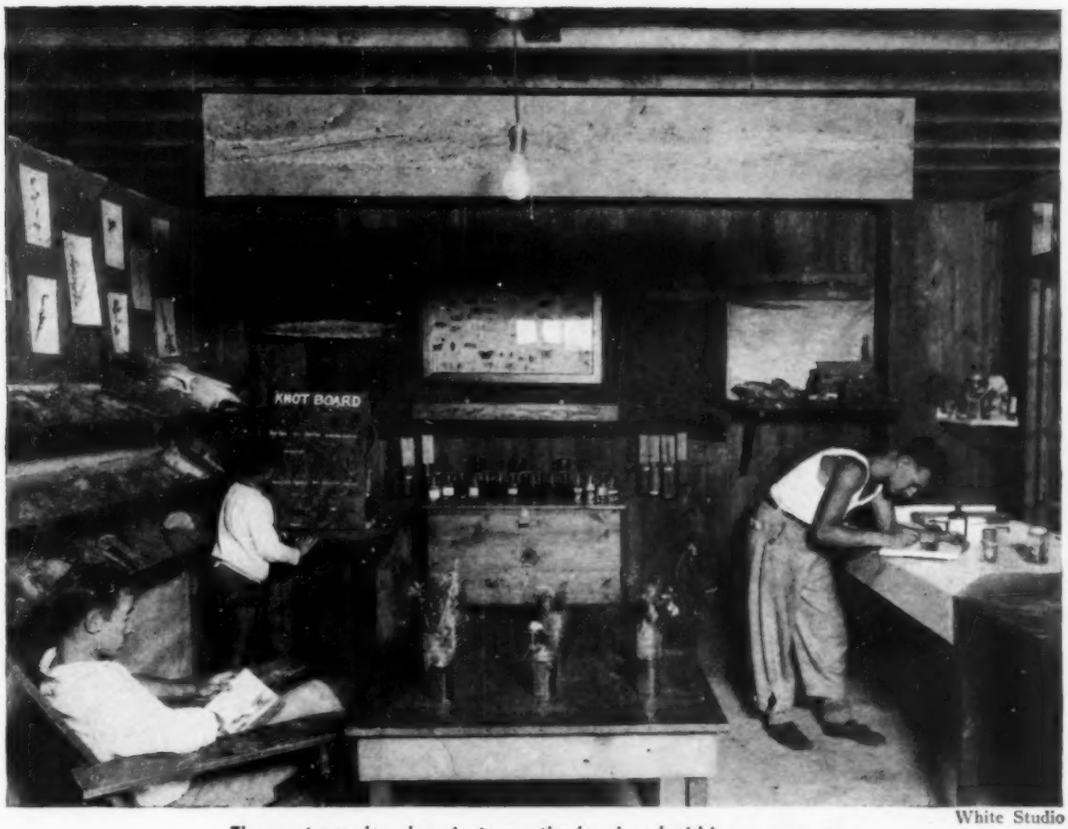
Although immunology, as a science, is less than fifty years old, one vaccination process has been in use for over a hundred years. It was in 1798 that Jenner first introduced vaccination against smallpox; its use has transformed a disease which only a few generations ago ravaged the civilized world into one that is under control today. Universal application of this type of vaccination would entirely eradicate smallpox. But because there are still "conscientious objectors," and because of the contempt for danger which comes with comparative safety, small epidemics still flare up in various parts of the United States and elsewhere.

Hydrophobia is another disease successfully treated with vaccine. The long interval between the bite of the mad dog and the development of the disease in the bitten person is what makes possible the high success of this treatment of rabies, originated by Pasteur. For although the vaccine is not administered until after the bite has been received, its purpose is not to cure hydrophobia, once it has been established, but to prevent its development by treating the individual during the long incubation period and building up his immunity.

Vaccination against typhoid has been very helpful in reducing the prevalence of this once common disease. If a family or individual is going away even for a short time into a community where the water supply and general sanitation are not wholly above suspicion, typhoid vaccination is an indispensable protection.

Prevention for whooping cough, certain forms of dysentery and other diseases have also been sought through the development of appropriate vaccines, but so far success with these diseases has not been so marked as that with smallpox and typhoid. The difficulty is the result of the fact that there may be many different strains among species of bacteria, any one of which may cause the diseases; but vaccination with one of the strains will not prevent the infection set up by another strain of the same species.

THE PRIMARY PURPOSE of vaccination is the prevention of a given disease. It is not usually employed as a cure for a disease already established. There are only a few diseases of longer duration, such as whooping cough, the course of which may be shortened by the curative use of the vaccine, and chronic (*Turn to page* 78)



White Studio

The most popular place in town—the boys' and girls' own museum

THE CHILD'S MUSEUM

How to turn the youthful interest in collecting into an educational force

By MARY BRONSON HARTT

NEW LIFE for the schools, a definite raising of the morale of the pupils individually and collectively—these things ought to follow the launching in any community of an active children's museum. Is it too much to claim? We should scarcely see, as we do, two great universities, Harvard and Yale, sponsoring children's museums, and school boards in various parts of the country appropriating money for the work, were not the idea of constructive educational importance.

Just what is a children's museum?

To the children it is a wonder-house full of things acutely interesting to them. It is a place where children may ask questions to their hearts' content and make a reasonable amount of delighted noise, where junior naturalists may expect a sympathetic reception for damp toads and wriggling garter-snakes, where exciting museum games are played and museum stories told. It is a place where all sorts of children's nature clubs may hold their meetings and carry on real work, even if it is a bit "messy."

From the viewpoint of the schools it is a place rich in illustrative material for the teaching of nature-work, history and geography material so hard for busy teachers to provide and so hopeless to do without, a place where classes may be taken to see or even handle the things they learn about in books.

In these days of fluid standards, when strange new influences are abroad in the children's world, nothing that tends to encourage the sprouting of normal hobbies, stimulating and satisfying a healthy curiosity about nature and an enthusiasm for the out-of-doors, can be ignored. The children's museum does this and more. It provides a center and leadership for a host of those spontaneously organized children's activities, nature clubs, radio clubs, and the like, which without the steadying influence of such leadership would be fated to go to pieces. The children of today who are tremendously busy doing things and tremendously interested in getting a personally conducted education-by-hobbies are pretty safe.

Relatively speaking, it does not cost much to start a children's museum. The expense is bound to be a little heavy in the matter of glass-polishing and varnish, for children *will* try to see with their fingers and the more eager they are, the more they will stub the cases with their toes. But what of it? This is a museum to be used. It can afford to begin small. It need not wait to amass large and valuable collections before beginning effective work, nor for ideal and costly equipment, nor for an imposing building.

ALL THAT IS strictly essential to an auspicious beginning is the right idea, a little money and a big enthusiasm. You want a supporting group with influence enough to swing the community; a governing group which has studied successful children's museums thoroughly enough to get a grasp on museum problems and practice; fascinating enough material to draw the children—they will contribute a good share of it; a cheerful place to which to welcome them, and which they can feel is their very own; a modest fund for upkeep and salaries; and the soul of the museum—call her docent, curator or director—who should be a trained science teacher with the instincts of a born naturalist, and a born genius with children as well.

As for specimens, (*Turn to page* 64)

NEW DAYS....

Old-fashioned manners made grafters of girls and

By ANNE HERENDEEN

JIMMIE was eight. Sally was ten and a lot bigger. Dick was Sally's little brother. Early childhood knows little of sex distinctions but age distinctions have an immense importance. Two years older is an earlier generation. Sally's great age gave her decided advantages on her block. And power, long uncontested, had rather gone to her head. Sally, for reasons known to dictators of both sexes, slapped Dick with some ferocity. He howled with helpless rage. Sally stood contemplating the grimy, sobbing infant and shot a slightly apprehensive glance at the schoolroom window. "If you don't shut up, you crybaby, I'll hit you again." At this point Jimmie rushed to the scene. "You will not," he told Sally, and hit her with his fist.

Then surprising things happened. First Sally burst into tears and ran behind the fence. Second, a teacher appeared in the yard, seized Jimmie roughly by the arm, and scolded him. Not only did she scold him. She told him he had done a shameful thing: he had *struck a girl.*

Within the space of two minutes Jimmie's moral world had been turned topsy-turvy. A bigger person than himself had mistreated a littler and had run away from a fair fight—had been both a bully and a coward—and had, by implication, been applauded for her behavior. He himself, at great personal peril, had gone to the rescue of a defenseless victim—and had been branded with the mark of shame so that going to school the next day was torture. And to make humiliation complete, his own parents, on whom he had counted for support, on hearing about it had sided against him, even to the extent of telephoning apologies to Sally's mother.

Jimmie's first personal encounter with the conventional code of chivalry which lingers on in western civilization—a wan and somewhat tattered reminiscence of the brave days of the Crusaders—left him utterly mystified and bewildered. His instinct had taught him no sex distinction in matters of personal combat. He had acted according to his own code, which was to him sensible and perhaps a bit romantically noble. But his elders had taken it for granted that the sex distinction in chivalry *ought to have been* instinctive with him, and that he was consequently a depraved being.

For young children, conventional sex chivalry is artificial. If it is to be taught at this age, it will have to be taught in violence of the child's own sense of ethical values.

What about the desirability of the chivalrous convention in general?

I suppose we modern parents all agree that the excessively ceremonious chivalry of low bows, lower curtsies, velvet-cloak-spread-for-her-dainty-feet, is not for this age; that special privileges for girls and women should respond to some sound human need. We have revised our ideas sufficiently since our grandparents' day to despise the employer who elegantly removes his hat when a woman employee enters the elevator, but who docks her colleague for time off during childbirth. We justify a tired man's giving his seat to a woman on the subway not because "she is a lady and deserves a lady's place," but by the fact that standing is presumably more of a

"If you don't shut up, you crybaby, I'll hit you again."
"You will not," shouted Jimmie as he rushed to the scene.

and KNIGHTS

hypocrites of boys, declares this modern mother

strain on her organism than on his. In short, such elements of chivalric behavior as we retain, we tend to retain for sound social and biological reasons.

Many gentle social customs were scrapped during the war. Some people say that, along with longer skirts and longer hair and the return of more elaborate apparel and habits of living, many elegancies will come back. I hope some of them will. I don't like to see all grace disappear from social life. I still like to see a man bring a chair for a lady and ask her if she minds tobacco smoke! I cannot justify this by any known theory of sociology or biology. It is just my taste. And I should like to have my son unostentatiously considerate of women. Good manners are becoming clothing for vigorous spirits. A contemporary of George Washington describes a man of honor as "a composite of spirit, audacity, invention, manliness, prudence, and resource." A compliment of that day went "Your modesty is equal to your valor." And lads of '76 were urged to strive for "a gracious strength . . . a generous independence."

It may be somewhat mauve of me, but I think poorly of the young man who indicates his arrival (late) to the young lady of his choice next door by honking his horn as a signal for her to hustle out and climb into his car. Among us it is customary for men to take off their hats when they enter a house; in the Near Orient it is customary for them to remove their shoes. There is rather more sense in the latter custom than in the former, but I shall still continue to tell my son that it is his hat and not his shoes that he should remove —and this for no good reason other than that among us this is a gesture of courtesy —a survival of the removal of of the knight's helmet in the tent of a friend.

Illustrated by
CORINNE BOYD DILLON

If one admits the desirability of these two forms of chivalry—that which protects and aids woman where she needs special protection, and that which preserves the pleasant amenities of social life—we still have to answer the question how they can best be taught to our small boys.

Broadly speaking, the very early inculcation of the idea that girls have a right to special considerations and special privileges is harmful, both to the boy and to the girl. Jimmy-who-hit-Sally was not helped by being made to feel that he was peculiarly depraved; and Sally's character was not improved by her being made to feel that she was privileged to beat up her little brother with impunity.

Moreover, the mischief does not stop with such an incident. Children are relentless logicians, and they arrive at some far-flung conclusions from the premise of special privileges.

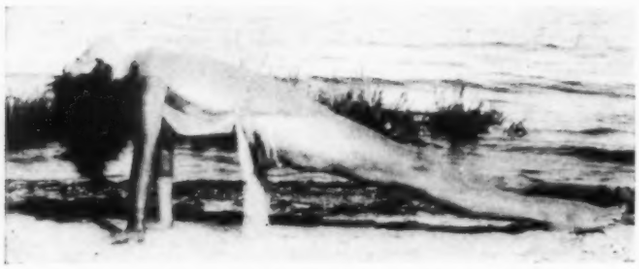
In an arbitrary world where people who wear skirts can get away with a lot which is forbidden to people who wear trousers, an entire series of artificial and therefore false assumptions is fabricated. If it is wrong for a boy to snatch anything from a girl, then a girl can take a boy's ball from him and he has no redress. He resents it, of course, and half consciously he determines to get even by teasing and bullying at every opportunity. He tends to draw away from girls as a kind of irrational race of animals, and throws his loyalty to a breed which knows something about the rules of fair play and fair fight. And this at an age in which Nature implanted but little sex consciousness. And when puberty comes, I suspect that this conviction that girls don't play fair persists and discolors the first bright hues of romantic comradeship.

The effect on the girl is, I believe, even more undesirable. She is quick to see that she has an advantage here which she could not sustain by her own merits. It does violence to her sense of child justice, but since the grown-ups endorse it it must be right; so she proceeds to pluck all the profit she can from this lucky accident of sex. Not only can she take her brother's marbles and ride his bicycle when she likes, but she can wreak her temper on her little brother. The boys have no recourse save that of telling mother, and that makes them tattle-tales. Their tendency to keep their marbles hidden and to ride the bicycle on the other side of the yard from where the girls are playing is just what one would expect from a sex made of toads and snails and puppy dogs' tails. Very soon the creatures composed of sugar and spice will be accepting gifts as their natural right, alternately encouraging or snubbing the giver according to whim, and bidding him fetch and carry, well knowing that it is unchivalrous for a boy to refuse a woman's any request. And not long thereafter she will be breaking dates when a more attractive invitation is received, telephoning at the last minute or neglecting to telephone at all. Between sugar and spice on the one hand, and puppy dogs' tails on the other, a feud is on, and every weapon is fair. If foreign visitors to America so often accuse our "nice" women of being grafters and gold diggers, the reason is to be sought to no small extent in the early inculcation of the romantic convention, wholly divorced from the realism of childhood, that woman's whim is law, and that woman is privileged to do whatever she can get away with solely because she is a woman.

BUT THERE IS, as I have suggested, a chivalry of childhood and it will flourish with but a little encouragement. It is the code which protects the weaker, which gives the littlest fellow in the group a chance to catch up, which insists that you can't hit the kid who is smaller even if he hits you. Childhood is selfish, but it is rarely cruel. One of the earliest lessons which experience (*Turn to page* 69)

Overcoming that TEEN-AGE

By
MARGUERITE
AGNIEL
Photographs by the Author



I. From a reclining position push up with the arms. Lower the body: repeat several times. Strengthens back and arms.

THE HABITS of bad posture are often formed in the growing period. The tall girl who is self-conscious about her height assumes a stooping carriage in order to appear, as she thinks, less conspicuous. She does not succeed in this, but on the contrary makes herself much less attractive by her drooping head, stoop shoulders and compressed chest brought about by this mistaken effort to appear shorter.

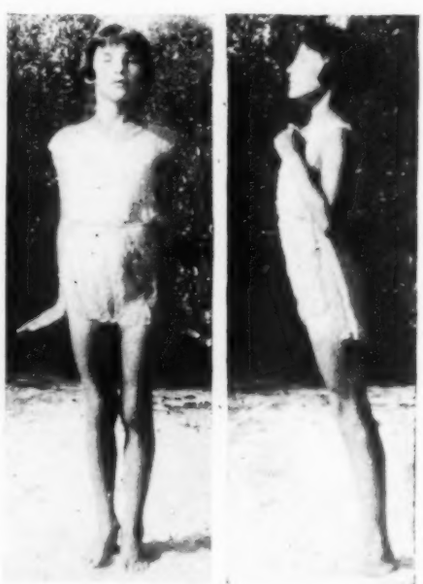
Impress upon adolescents that incorrect habits of standing and walking often bring about a weakness of the trunk muscles which lay a foundation for various impairments of the bodily mechanism later on in life. In a well-developed state, these muscles would naturally hold the body erect; conversely, weakness of these muscles can create a sagging of the body, which manifests itself in stoop shoulders and faulty posture in general.

To tell the adolescent girl to "stand straight" does not mean that she will do it, for nine times out of ten her idea of an erect carriage, especially if she happens to have weak vitality, is to curve the spine inward at the waist and throw the hips out in an exaggerated way and hold the shoulders back by an intense effort of will. If such an attitude is persisted in for any length of time, the posterior neck muscles and those of the shoulder girdle are thrown into a state of chronic rigidity.

Be sure first of all, that she knows what correct posture is. One test for correct standing posture is to stand facing the wall, placing the hands in front of the thighs so that the palms point upward. Press the hands against the wall. The thighs should be just a hand's breadth away from the wall. Now notice which part of the body strikes the wall first. If it is the chest, well and good; if it is the head, it is not so bad, but it could be better, but if the stomach touches first, something should be done to improve her architecture!

The fact that she can pass this test, however, does not necessarily mean that she habitually maintains this attitude, although much can be gained by consciously taking the correct position from time to time. The mere rectification by an effort of will, if persisted in, will in time become a habit. In taking the correct position, be sure that she does not make the mistake of lifting the shoulders in an unnatural way. The shoulders should be thrown back but *down*. This action also raises the chest and improves the line of the abdomen. The following exercises for strengthening the back and abdominal muscles will aid materially in maintaining a normal poise of the body!

From a reclining position, raise the



II. An exercise for posture consists of stretching the arms above the head until the back is arched and chest high. Then draw the hands down to the shoulders with the elbows low, head back. Return hands to the sides without changing position of the body.

trunk from the hips, keeping the feet down. If the feet won't stay down, they can be hooked under a bed-rail or under a heavy piece of furniture if exercising on the floor. This exercise can be carried further by leaning over and touching the toes, while in this same position. See illustration V.

From a reclining position, push up with the arms as illustrated in figure I. Lower the body and repeat several times. This strengthens the back and arm muscles. This movement can be alternated with the one shown in illustration V.

Exercise III illustrates the stretching movement of a cat upon awakening. Push up with the arms until they are straight and bend the back as much as possible. Swaying the trunk from side to side, while in this position, affords a gentle massage for internal organs. This exercise stretches the spine and strengthens the back muscles.

Kneel on knees and slowly sink back on the heels and bend forward, as shown in illustration IV, then back to original position. For strengthening the back and abdominal muscles in particular. It is also good for the legs.

OTHER TESTS are made by carrying books on the head. As everyone knows, the peasants of southern Europe, notably those of Spain, owe their superb carriage to the pitchers they have carried on their heads for centuries. This erect carriage is characteristic of the Spanish people and is exemplified emphatically in their dancing. It is good training to practice carrying books or packages in the same way. The position which the body must assume in order to prevent the articles from dropping to the floor is a good one to follow all the time. If your daughter becomes proficient at this have her try

III. Push up with the arms until they are straight and bend the back as much as possible. Swaying the trunk from side to side stretches the spine and strengthens muscles of the back.

SLOUCH

Simple exercises that will contribute to the good looks and health of the growing boy or girl

IV. Kneel on knees and slowly sink back on the heels and bend forward. Go back to original position and repeat exercise.

balancing pans of water on her head. This is a real achievement, but is perhaps more safely practiced in a bathing suit!

WE WRITE into our bodies a record of our daily activities and thoughts. One shoulder higher than the other is often caused by packages or other heavy objects always being carried in one arm, the correction of which can be brought about by the simple expedient of shifting the weight to the other side of the body. People who sit all day at sedentary occupations frequently reveal their occupations by drooping shoulders and a cramped chest. If it is impossible for them to stand and do one of the simple posture exercises much can be done to alleviate the condition by straightening up in their chairs and breathing deeply a few times. They should make this a rule and not an occasional thing. Good posture is largely a matter of habit anyway and can be controlled largely by the thoughts. A strained thrusting forward of the head reveals a too tense attitude toward life. A backward slouch indicates indifference and apathy and a lack of effort to change this viewpoint.

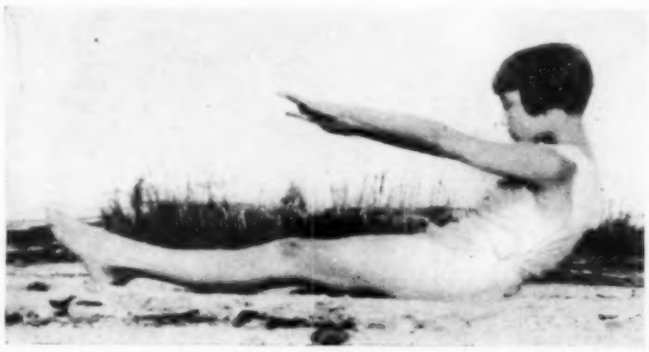
An exercise for posture recommended by one of the world's authorities in health improvement consists of stretching the arms above the head until the back is arched and the chest high. Then with elbows pulled all the way down, draw the hands down to the shoulders, head back, as shown in illustration II. Now retaining the general position of the body, return the hands to the sides, and you will find yourself standing perfectly, with no sense of strain.

A variation of this movement can be achieved by alternating the relaxed position of the arms at the sides, by a pushing down with the hands, which is not unlike the poses of Egyptian figures seen on bas-reliefs. Hold this position for a few seconds, long enough to take two deep breaths. This poise as done by the Egyptians had a religious significance, exemplifying by the raised head and chest the soaring of the body upward, and the position of the hands, the pushing away of all earthly matters. This thought will help to give a sense of freedom and calm, displacing a feeling of depression or weakness. Stoop-shouldered carriage while caused by weak muscles, creates a feeling of inadequacy. Just as weakness and ill-health result in a poor carriage, so does a careless attitude react upon the health and make it worse. Erect attitude tends to strengthen ambitions and renew one's faith in living.

A relaxed and flexible spine is a necessity for perfect body control and good walking. The exercise for achieving such flexibility of the spine consists of a slow unfolding from a relaxed standing position, with the knees bent easily, hands loosely touching the floor, one foot in front of the other, toes pointed straight ahead. The body should be relaxed thoroughly, paying particular attention to the relaxation of the head, neck and arms. The base of the spine is the functioning motive. As you slowly unfold, do not lift the head with the neck muscles, but let it follow as a natural consequence of the spine straightening. Think of each vertebra unfolding separately; a "crawling" sensation should be noticed in the spine and a sense of back muscles crossing each other is also felt. This stretching of the spine separates the vertebrae from each other, allowing thicker cartilage cushions to form which act as shock absorbers and alleviate nervous irritation. When the upright posture is ultimately assumed, the correct position for standing is attained.

Try this exercise very slowly at first, and after it has been practiced a sufficient length of time to give a good control of the back, and feeling of balance with the feet in a static position, step forward with the back foot, heel first, toes pointed straight ahead, then middle of foot and toe following as a natural lever, the weight thrown, if anywhere, to the outside of the foot, and simultaneously continue the spine exercise as before. Alternate with the other foot until the movement is a slow walk, and as the rapidity of the movement is gradually increased, make the spine exercise smaller each time until the tempo is the one naturally adopted for everyday purposes. The idea is to get the movement of the spine so thoroughly in the consciousness that it will begin to operate automatically in the right way.

LENGTHENING THE STRIDE and rising on the toes at each step will also help to give a more coordinated carriage, besides strengthening the feet and legs. Also remember to keep the body lifted out of the hips in a condition of "stretch" (not rigidity) a feeling which is experienced after strength is acquired in the abdominal muscles. When this occurs, there will be a realization of equal distribution of weight, and instead of the feet and legs seeming to be burdened with the body's weight, there is a drawing up of the body and a counter stretch of the legs downward which make one feel as if his feet hardly touched the ground. The mere act of lifting the chest and diaphragm will give a sense of confidence and will help to displace a feeling of inferiority or weakness. The slouchy carriage and shuffling walk are bound to have a bad mental as well as physical effect on the person who persists in them. Hence, the importance of a bodily poise which will react favorably on the adolescent's personality.



V. From a reclining position raise the trunk from the hips, keeping the feet down. The exercise can be carried further by leaning over and touching the toes. For back and abdominal muscles.

NEST EGGS for CHILDREN

A sound policy of saving and investing will start your child with the advantage of a little capital

By MERRYLE STANLEY RUKEYSER
Investment Consultant and Writer on Finance

THE IMPULSE on the part of parents to give their children a good financial start in life is almost universal, but the generous intention is not always buttressed by wise investment technique. Achievement of the real objective hoped for depends on analyzing the unique character of the financial problem, and differentiating it from other investment needs. The well-to-do father, who handles the child's money just as though it were his own, is not likely to get the best results. Neither is the ultra-conservative parent who adheres exclusively to government bonds. Merely putting money aside is not enough. The method of investment and the availability of principal and income in case of emergency require careful forethought and planning.

What then is the best way for parents of moderate income to provide a fund for their children? Of course, the savings banks will pay interest on accounts of $5 or more. The building and loan associations, which, though theoretically not quite as cautious as the savings banks, have in practice established an admirable record for safety, offer another way out. The well-managed building and loan associations will usually take monthly deposits of as low as $1. Deposits of $1 a month for twelve years will, with interest accumulations, create a fund of $200. This method is particularly attractive because it enables the parent to save for his child out of income, instead of taking capital out of his own accumulated savings. It not only involves the useful principle of compound interest, but also cultivates thrift habits in the parent which tend to make saving automatic. The parent contracts in advance to deposit at least $1 a month on the instalment shares, and must pay a penalty for failure to do so. The agreement gives the necessary compulsion to otherwise weak-willed individuals.

Other avenues which encourage habitual saving for the account of children are open. Certain firms sell securities on the partial payment plan. Other investment banking firms will sell on the partial payment plan bonds which it has underwritten. One New York Stock Exchange firm offers to buy any listed issue on the partial payment plan.

But the weakness of the instalment plan for building up an estate for the child is that the parent may die before payments have been completed. In that case, the cash paid in plus interest may of course be withdrawn, but the full original objective will not have been attained.

If the purchase of the financial fund for the child is to finance his college education, for example, the parent can remove the project from the hazard of death by taking out a life insurance policy especially designed for this purpose. If the policy is taken out at the birth of the child, the father could take out an eighteen-year endowment policy, payable to the child as beneficiary when he reaches the college age. The cost of the policy will of course depend upon the age of the parent.

How much insurance does each child need? The answer depends on the standard of living of the family, and the ambitions in regard to the child's higher education. Columbia University estimates that the average annual cost of a college education is $1,338 a year. At least $5,000 would be needed on this basis for a full four-year course, and additional allowance would have to be made for post-graduate or professional school work.

The cost of a $5,000 ordinary life policy would, of course, vary with the age of the father. If the age of the father is thirty, the net outlay for the first year will be $102.22, or about thirty cents a day. Fathers unable to spare even this amount could take out instead a convertible term policy, which could perhaps five years later be turned into a more expensive ordinary life policy, provided the parent's financial circumstances have sufficiently improved.

The foregoing insurance program for fathers is intended only for emergency purposes—to create an educational fund for the child in event of the premature death of the breadwinner. If the father lives, the cash surrender value of the policy will of course be inadequate to defray the total cost of a college education. However, the father can create a sufficiently large sum by insurance. The amount will depend upon the age of the child, which will determine the number of payments to be made before the beneficiary becomes of college age.

An alternative method for using insurance is to take out a policy on the life of the child. All companies will not accept minors as policy holders, but a number of strong companies will write policies on the lives of children as young as ten years of age. If endowment policies are taken on children's lives and the premiums are paid by the parents, lump sum estates will be created by a mere stroke of the pen. At maturity of the policy, the child will get the total cash as capital with which to start out on a business career, or as an alternative an income from the fund paid out in the monthly instalments by the insurance company, and a trust fund which may be administered in accordance with the parents' wishes by a trust company.

By way of illustration, a ten-payment life could be taken out on the life of a child ten years old. The annual premium on such a policy would be $41.89 per thousand dollars' worth of insurance. If the purpose of the insurance was to pay for a college education, the insured could claim the cash surrender value at the end of eight years to defray his first year's expense. The cash value at that time would be about $250 for each $1,000 of insurance. Accordingly, $5,000 face value of insurance would be necessary for the first year's tuition. Slightly less than $5,000 would be needed for the expenses of the three following years, for the cash value of the policies would be $330 per $1,000 at the end of the ninth year, $335 at the end of the tenth year of the policy, and $340 at the end of the eleventh year. (*Turn to page* 70)

SIX HINTS FOR WISE GIVING

¶ Generous impulses to provide for the financial future of children should be buttressed by sound investment technique.

¶ The child who is supported by his parent does not require a high current return on his nest egg, but will be helped by long-term appreciation of principal.

¶ Trust companies and investment trusts relieve the donor of funds to children of the obligation of continuous investment management.

¶ The breadwinner, who cannot afford to set aside funds to make his children financially independent, can achieve similar results through life insurance.

¶ Save for children for definite objectives, such as to finance their college education.

¶ Buy securities only from houses whose integrity you have checked through independent sources. When in doubt, deal directly through a bank.

Illustrated by ROBERT GRAEF

LIVING WITH A BABY

A young mother threatened with breakdown by the rigorous demands of child care, tells how she solved her problems

By GAIL MARY WARNICK

MOST MOTHERS, I believe—that is, mothers of first babies, anyhow—go through about the same experience I did during the early weeks after their baby's coming. They feel they'll never again be quite their own vigorous, normal selves. To even the best adapted of us childbirth is a trial, and not the least of its exactions are those recurrent periods of physical and mental depression which come with convalescence, long after we think we should be feeling perfectly well once more.

I was going through this trying period, and as it was my first experience of the sort I didn't recognize it as a passing phase. My baby was only a few weeks old—splendidly healthy and normal in every way, much less trouble than most infants. And yet it seemed to me that caring for his little physical wants, observing the strict routine of his sleeping and eating periods, was a greater tax on my strength and nerves than I could possibly endure. The round of work was endless—always a mountain ahead of the task I was struggling to perform. And always with that deadly lassitude of fatigue to fight against. With the feeling that the whole week's work was piled on my shoulders, I had no time or inclination for reading or recreation; not even time for the rest that was vitally essential to me at that time. My appearance suffered, my health, my disposition—and I know now that my husband was the greatest sufferer of all, myself not excepted. Fortunately I have the sort of husband to whom I can take my troubles, whatever they may be. And one night, when tears of irritation and discouragement were near the surface, I quite literally poured out all my woes on his shoulder. He let me get the whole thing out of my system before he said, "Now the whole thing boils down to this, doesn't it? You've got some sort of notion that your youth is over. That you'll never be the same untiring, gay, vigorous person you were before the baby came. That, precious as he is, he has cost too much."

Tearfully I nodded assent.

"Then," continued my husband, "the first thing to do is go back to the doctor and find out if there's any physical basis for the way you feel. I don't believe there is; he said you carried the thing off splendidly. So the next thing to do is to go over the program of your days and find out what's wrong and how to right it. That youngster isn't going to be very popular with me, you know, if he's going to take up all your time and cost you your health and happiness," he added.

Now I'd always felt that wifehood should come first in a woman's life—yes, even before motherhood, heretical as that may sound. Mothers, I contended, are born, but wives are made; and as wifehood is the purely voluntary job of the two, it should be worked at just that much harder. As long as we had no children it was, of course, easy enough to make my theory seem workable. Now I realized just wherein lay its weakness—that in actual practice there's no question of relative importance or precedence, and the successful woman must make a go of both jobs at one and the same time.

Well, the upshot of that conversation was that the next day I stole a few quiet moments from the muddled round of work and misapplied energy in which I was caught, and sitting down with pencil and paper I made a sort of diagram of my days. Every homemaker knows just about what that diagram looked like, there's no need to go into detail. But the alterations I made in my routine program of work seem to me significant because they solved my problem.

MY HUSBAND'S INCOME at that time was limited but assured. Up until the baby's coming I had done all my own work—and with the help of modern electrical appliances it had been no hardship at all. But now that I'd talked things over with (*Turn to page* 56)

Many children suffer from fears. This story tells how one small boy was assisted in overcoming his

Illustrated by
K. ALEXANDER

AFRAID!

By MABEL WAY

"OH, JOE, you should have heard the bears under my bed last night!" Cousin Jean's blue eyes danced. It was a sometimes delightful, sometimes terrifying trick they had as four-year-old Joe had observed ever since Jean had come to make them a short visit.

Joe's serious gray eyes stared at her, growing wide and startled. Jean gave a delighted giggle at his frightened little face. She went on vividly, "There was a big bear! An' two little bears! An' they got to fighting! An' they bumped the bed up! An' I reached down"—a chubby hand made a dramatic swoop—"an' I caught the Big Bear by the tail! An' I——"

"Come, children, it's bedtime," called Mother.

Jean leaned over and whispered to Joe, "I'm goin' to tell the Bears to go to your room! An' get under your bed! An' bump it up! Bump it up! *Bump* it up!"

Joe looked suspiciously down the long dark hall upstairs. How far away the room was! Were the bears already there? Or would they come after he got in bed? His feet just wouldn't take him any farther. He tried to make them go. But they wouldn't. It seemed as if they were stuck fast to the floor. Then he remembered something. The switch to the light was right by the door. His feet got unstuck and took him fast down the hall to the door. He climbed on a chair and his small fingers stretched up and felt frantically for the switch. A bright, warm, comforting light flooded the room. The bears might be under the bed. He looked cautiously, standing close by the door so he could run fast if anything moved. No bears there! And they wouldn't come as long as it was light. He undressed and climbed into bed and was just dropping asleep when Mother came to the door.

"Why, you mustn't leave the light turned on, Joe," she said reprovingly.

Joe's tousled head bobbed up excitedly. "Oh, please leave it on, Mother!" he begged. "I—I need it."

"Nonsense!" Mother said. "You know you never have a light to go to sleep by." She snapped the light off and went away down the hall. Now there was just enough light so that things looked queer and frightening. Shadows made them seem to move! What was that? Did something move right there by the door? The black head disappeared under the bed covers and the small boy held his breath and listened. What was that? He burrowed deeper under the covers. Big Bear and the two little Bears were under the bed now. Would they get to fighting and bump the bed up?

In the morning Joe was pale and Mother asked anxious questions. "I know what's the matter with him," jeered Jean. "He's afraid of my bears!"

"You silly child!" said Mother. "You are big enough to know there aren't any bears here. They are just imaginary." Jean pointed a mocking finger at him. "He's 'fraid of bears! He's 'fraid of bears!" she taunted.

Joe's face flamed red. "I'm not 'fraid of bears!" he blustered. "Not if there was a hundred million of them!"

"You are too afraid," Jean said calmly and judicially. "You want a light all night because you're afraid."

"I do *not* want a light!" Joe flashed back. "I won't have one."

And everybody laughed!

All the rest of the nights that week were filled with the terror of bears. Every day Joe declared he was not afraid of bears and didn't want a light. But his face wore a strained look and he jumped at every sudden sound.

And then Uncle Frank came to visit them. Uncle Frank was a professor of psychology in a near-by college and he and Joe were great pals. Mother told him about the imaginary bears. "Joe seems to understand when we explain," she said, "but it doesn't do a bit of good. They are just as real to him as ever."

Uncle Frank nodded his head. "I know. You see, you can't cure a fear like that by reasoning." Mother looked alarmed. "Don't you remember the big dog that frightened you when you were little?" asked Uncle Frank. "And you are afraid of dogs to this day, even old Rover next door, though you know he is the friendliest dog ever was. And you know a mouse won't hurt you, but you're afraid of it just the same."

"I never thought of that, but it's so," Mother said slowly. She looked troubled. "Isn't there anything we can do about Joe's fear of bears?"

"We'll try," said Uncle Frank.

HE WALKED to the window. "Hello, young man," he called. Joe looked up and came flying in. Uncle Frank was his favorite uncle. They had a jolly romp as they always did. Joe was just trying to pry open the hand that had come out of his uncle's pocket and was sure to have something nice hidden in it when Uncle Frank said, "Oh, I hear you have some imaginary bears here. That's great! We'll have all kinds of fun with them!" He could feel the small figure stiffen and the tugging fingers loosen their grip. Joe did not answer or look up.

But Uncle Frank (*Turn to page* 71)

Furnishing the WHOLE-FAMILY HOUSE

Nothing is more fascinating than planning that part of the house which is the children's

By PAULINE DUFF

Interior Decorator and Home Consultant

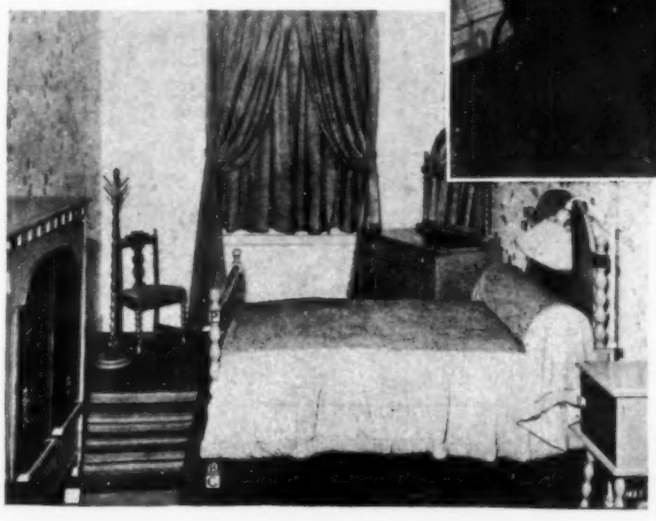
WHEN DECIDING upon the room of the house to be given over to the exclusive use of the children, many factors must, of course, be considered, among the most important of which is exposure. Sunlight is as important as diet in a child's life, and a room where there are many large windows should be chosen for the playroom. So important is this factor of sunlight that many parents are now installing in the children's rooms window glass which permits the entrance of the healthful violet-rays from the sun. A room which gets the morning sun will be the wisest choice for the playroom, for afternoon naps will take the smaller children out of the playroom during its sunless hours, and the older children will play out of doors after school, when the weather permits, and use the playroom as a study in the early evening.

A distinction should be made between the playroom and the bedroom, because the functions of the two rooms are of opposite natures. The playroom should be decorated and equipped to stimulate the child's imagination; the bedroom should be soothing and encourage relaxation. This may be accomplished even in a small house by using attic or basement, if these are not damp or dusty, as a playroom or perhaps by giving the sunroom over to the children. If the arrangement of the house makes it impossible to devote a separate room to the children's recreation, and a bedroom must serve as both playroom and sleeping room, use shelves with curtains for toys, or arrange a screen in such a way that it gives the illusion of leaving toys and games behind when it is time for bed. This will make it easier for the child who finds it difficult to break away from his playthings and say goodnight when bedtime is announced.

Let us consider first the room that is exclusively for play, and which is to be used by several children of varying ages. Beneath a group of windows at one end of the room, either eastern or southern exposure preferably, a long window-seat may be built across the entire side of the room at a height which the smaller children will find convenient. This should be covered with an upholstered pad, for comfort, and well supplied with soft pillows of bright colors and of fabrics which will stand hard usage. At one end of this window-seat, built into the wall which meets it at right angles, three or four book-shelves from four to six feet in width, may be built one above the other as high as is practical for the children to reach from the window-seat. At the opposite end of the window-seat a cabinet of shelves and drawers may be built in. A large play table where the younger children may crayon, paste and so forth, and the older ones study their lessons should have a place in this room.

A SMALLER TABLE for tea, for entertaining friends, or for meals for the children when mother is giving a dinner party, should be included in the furnishing of this room. Half a dozen little gaily painted peasant chairs, with rush seats, each in one of the primary colors, will add to the attractiveness of this room, and a small-scale wing chair and a leather lounge chair will add greatly to the comfort. A large cupboard, with doors, and compartments inside it which will "garage" such large toys as engines, tunnels and stations, dredgers and electrical toys, doll beds and miniature stoves may occupy the wall space opposite the window-seat. A blackboard will find a place on one wall and a table for the radio, victrola or the older boy or girl's motion-picture camera might be placed near by. A day-bed and a desk might be added to the equipment of this room if it is very large, but an effort should be made to keep this (*Turn to page* 50)

Photograph courtesy W. & J. Sloane



Child-size early American reproductions furnished the charming room above. Soap bubble wallpaper and alphabet block furniture made the gay little room at the left distinctive

SCHOOL STYLES

By ELAINE DE FOREST
Fashion Editor

SEPTEMBER, the new-clothes time for youngsters, brings these delightful French fashions that combine details borrowed from the grown-up mode with an ingenious simplicity. No. E3280 in linen and No. E3268 in façonne jersey, both with their inverted pleats and trim collars and cuffs, are girlish copies of mother's morning trotteur, while No. E3011 shows the effective use of fabric contrast that is as important in children's fashions as it is in adults'. Embroidery, too, is popular this fall, and for "best" the hand-embroidered capelet frock is perfect, especially when made with a graceful circular skirt like No. E3235.

22293 E 3160 | 65 E 3280 | E 3011 | 22166 E 3235 | 76 E 3268

22250 E 2419 | E 3266

E 3160—Boys' Suit. 1 to 5 years. 4 years requires ¾ yard 36-inch checked, ⅞ yard plain, 1⅛ yard binding. Alphabet 22293, b. or y.

E 3280—Girls' Frock. 6 to 14 years. 12 years requires 2¼ yards 36-inch dark, ⅜ yard light material. Monogram 65, 3 inches.

E 3011—Girls' and Juniors' Ensemble. 8 to 16 years. 12 years requires 1¾ yard 54-inch checked material, 1¾ yard contrasting.

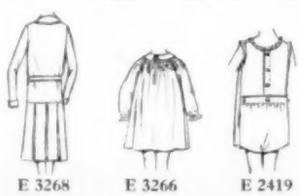
E 3235—Girls' and Juniors' Frock. 10 to 16 years. 15 years requires 3⅛ yards 39-inch dark, ¾ yard light. Transfer 22166, b. or y.

E 3268—Girls' and Juniors' Frock. 8 to 16 years. 14 years requires 2½ yards 54-inch dotted, ⅝ yard 39-inch plain. Monogram 76, 3 inches.

E 3266—Child's Frock. Design for smocking included. ½ to 5 years. 3 years requires 1⅞ yard 36-inch material, ⅛ yard contrasting.

E 2419—Child's Combination. 2 to 7 years. 6 years requires 1⅛ yard 32-inch material, 2¾ yards edging. Transfer 22250, b. or y.

E 3160 | E 3280 | E 3011 | E 3235



E 3268 | E 3266 | E 2419

PARENTS' MAGAZINE PATTERNS *made by the Excella Corporation are obtainable from* THE PARENTS' MAGAZINE, 255 *Fourth Ave., New York, N. Y., at prices on page* 69. *State size of pattern desired. Stamps or coins acceptable in payment.*

REFRIGERATORS

Buy a refrigerator as carefully as you would an automobile. Here are points to consider

By ANNE PIERCE
Associate Editor of THE PARENTS' MAGAZINE
and Food Editor of NEEDLECRAFT

A PARENT and a bachelor look at a refrigerator from quite different angles! The amount of shelf-room for family supplies and leftovers, the right degree of coldness for the children's milk, economy, and health are the parent's main concern. The bachelor wants lots of cubes, mostly, or plenty of ice for chipping with enough left over to cool the small-quantity food supplies and ginger ale! The baby's bottle is protected by all sorts of laws and regulations to keep it fresh and clean from the cow to the home. It must not be allowed to deteriorate between the back door and the baby, and this it may easily do to a dangerous degree if the coldest spot in the refrigerator is not forty-five degrees or less, and the milk bottle in it.

A refrigerator is probably the most uncommunicative piece of household equipment there is, and none of them is particularly self-revealing in the stores. They wait till you get them home to disclose their real nature. Not a little like marriage, that; and your happiness depends largely on the wisdom you show in your choice, and how well you co-operate with this kitchen partner after you settle down to live with it.

How shall we go about picking out our refrigerator? What do we need to know to choose wisely? First of all, never fall in love at first sight with a glittering array of white enamel and nickel. Don't buy on whim, based on non-essentials. It is the insides that count, not the outside. Insulation (interlinings of the walls, top, bottom, and doors) to keep cold in and heat out; good design for circulation of air to effect cooling and carry off odors; sturdy construction of the framework; a name on the refrigerator that stands for responsibility and service when and if you need it; a fair amount of storage-room in proportion to the ice compartment or cooling unit. These are essentials. And how are you to know when you are getting them? Talk it over with the salesman, and if he doesn't know or won't tell you, don't buy of him. A man proud of his product will be keen to give you the facts, and often will have a cross-section of the refrigerator walls or a drawing of them to show you. Next, post yourselves on the following points and check up on them.

AN attempt is being made to grade refrigerators so that the buyer can know what he is getting for his money. You can not buy on this basis yet, but refrigerators are being built on these specifications and they give you a good idea of what you should expect:

Grade-A case (one hundred pounds ice capacity or equivalent) that gives always less than forty-five degrees in the milk compartment and less than fifty degrees elsewhere, has eight cubic feet of food space; two inches of corkboard or its equivalent, with all surfaces and corners covered with tacky paper or asphalt. The point is to waterproof the insulation and to insert it tightly so as to prevent air spaces. Air does not insulate. The outside is of wood or enameled steel, and the inside lining of vitreous porcelain or well-baked enamel.

A grade B box, costing less, will furnish temperatures that *average* below forty-five and fifty degrees, slightly less storage room (six cubic feet with one hundred pounds of ice), the equivalent of one and a half inches of corkboard insulation. Class C boxes *average* not more than these temperatures, with about nine square feet of shelf-room. All of these facts hold good for seventy-five degrees of room temperature, good icing, and fair treatment, and show the interrelation of construction and service rendered. They all have rigid, well-braced frames, to prevent sagging, which causes leaks and air-pockets. No box should have less than one inch of good, well-placed insulation.

This excellent ice refrigerator has a step-device for opening doors, sanitary base and indicator to show when an additional supply of ice is needed

And remember that the mechanical refrigerators have the same need for a well-constructed and designed box that ice has, if you want low temperatures at economic cost of running. Also, the warmer the climate in which you live, the better insulated your refrigerator must be. When temperatures climb to ninety, the box is sorely taxed, and July is no vacation time in the refrigerator's life anywhere. Eight pounds more a day of ice (or the equivalent running in mechanical refrigeration) may be needed by the best refrigerator in July to maintain the required temperatures, whereas a third-grade machine, good for its price, given the same extra icing, would rise three degrees more in temperature and be above the required forty-five degrees for milk, instead of below.

One electric refrigerator now has covered drawers for salads and its space divided for extra cold storage as well as regular household refrigeration

A special point in design is to have the baffle, or dividing-wall, between the two sides of the proper length, so as to force the cold air all the way to the bottom before it begins to circulate, and thus insure the necessary motion to cool all foods and carry away odors. Some of the mechanical machines modify this point successfully in special very-low-temperature boxes, but it is a good general rule, since the air must move in (*Turn to page 52*)

PARENTAL PROBLEMS

And Ways to Meet Them

BELOW, printed in italics, are problems which every parent is apt to meet in bringing up children. The solutions described by readers are not presented as magic formulas that will always succeed. But we do feel that they contain suggestions of value which may be used or adapted to fit the individual case.

—THE EDITORS.

WHEN *my children, aged three and four, began to rebel at taking their afternoon nap,* I set the alarm clock (one with a muffled bell) to ring an hour from the time I put them to bed. I told them that hereafter they might go to sleep or not as they pleased, but whether they slept or not they were to rest quietly in bed until the alarm clock went off. They were delighted with the idea and lay quietly in bed until the alarm rang, when they jumped up shouting and laughing and ready to play again. The result was that often they did go off to sleep and took a good nap. They relaxed better knowing that the clock would call them and they go to sleep quicker than when I tried to make them go to sleep without it.—*Mrs. C. A. L., Arizona.*

MY *baby boy was so frightened by the flushing of the water under his small toilet seat that he refused to use it.* He screamed whenever I tried to induce him. The day after this happened I bathed him just outside the bathroom, having someone flush the toilet occasionally. The following day I employed the same tactics, bathing him just inside the bathroom. I ended with his tub directly on the toilet seat. In this way he became accustomed to the sound of the water and my problem was solved.—*Mrs. R. B., Wisconsin.*

FOR *some time my two-year-old has greatly resented being put to bed.* He would cry and often work himself into a temper tantrum. The following technique suggested by a friend has worked like magic with him. First, about twenty minutes before he is to go to bed he is warned that it is almost time to go to bed. After several warnings, he is taken by the hand, not picked up as before, and led gently upstairs to the bathroom. At first, he protested a little, but it soon passed off since he felt he was going of his own accord and was not being carried forcibly. He is allowed to wash his own hands, try to wash his face, and do his best to use his toothbrush. Then he is put in his bed and a short story told him, and usually I give him the opportunity to recount something he's done during the day. Then comes a quick goodnight and I retreat before other demands are made in an effort to postpone the hour of sleep.—*Mrs. L. W. E., Connecticut.*

ONE *of the most trying problems of the average mother is to get children to work together peaceably.* When my young son and daughter were eight and nine years, respectively, it was their duty to wash and dry the dishes each morning. As soon as the family arose from the table and the call to duty sounded, the battle began. I need not go into detail—every mother knows just what I mean. It was only a battle of words, but one never knew when a few of the dishes might be substituted for words. Mother talked; Dad talked; but to no avail. Then one morning I had an idea. Both of the youngsters are fond of music and the thought occurred to me to see if really "music hath charms." Accordingly, as I busied myself in tidying up the living room, I casually placed their favorite record on the phonograph and awaited results. Imagine my surprise when it worked like magic! Almost instantly one began to whistle and the other to hum the air; the sound of battle died away and peace reigned. Of course, they never dreamed that Mother had set out to reform them and had succeeded so easily. To them it was just a jolly idea I'd happened to have, and to this day (they are somewhat older) it is Mother's duty to furnish the music either by phonograph or radio while they complete the task of dishwashing.—*Mrs. R. L., Minn.*

RUTH, *my ten-year-old daughter, had a very untidy closet.* Clothing was left lying on the floor and paint boxes, doll clothes, papers and other articles dear to the ten-year-old girl, were in a clutter on the shelves. I posted the following rules on the inside of her closet door: (1) No clothing allowed on the floor. (2) All small toys must be kept in boxes having lids. Each box must be labeled. (3) The following must be kept in separate places on the shelves: books, mending and sewing, toys, catalogues, magazines and papers.

After my daughter discovered and read the rules I told her I would give her gummed labels to use if she would sort her things and label them. Soon she had paper dolls in one box, sewing articles in one box, but there was one large box which was to be labeled "Odds and Ends." By asking a few questions regarding the use of each article in this box, I soon helped her to get these things into the various sorted boxes. With much satisfaction, labels were pasted on and the boxes were neatly placed on the shelves.

When she had finished, the closet appeared so tidy that I was slightly shocked when I went to my own. So the rules were helpful for more than one closet.—*Mrs. C. J. C., California.*

MY *nine-year-old daughter teased to go to the movies.* Not three times a year is there a picture shown in our town suitable for a child to see, yet here was my child with the time-worn plea, "All the others are going."

"Well," I answered, "I suppose children who can't have a show at home have to go downtown."

"How could anyone have a show at home?" my child asked. I explained that probably not everyone could have a show at home, because it took sheets for the curtains, clothes to dress up in, a good place like the back porch or garage for the stage, somebody to sell tickets and maybe somebody would have to furnish lemons for lemonade. I caught her interest but there was no stopping her enthusiasm. It spread all down the street and that has been the last I've heard of the movies.

Not only have the amateur theatricals solved the problem but they furnish excellent stimulus for developing co-operation, originality and talent in playing stories. Last week the admission was a used toy, to be sent to the orphanage, and by the shouts of laughter from the garage, I concluded that they were getting fun out of charity.—*Mrs. G. W. D., New York.*

(*Turn to page* 74)

IF YOU HAVE A PROBLEM

EVERY Friday morning from 9:45 to 10, eastern daylight time, one of the editors of THE PARENTS' MAGAZINE will go on the air to discuss parental problems over station WOR. If you have questions to ask, send them in to the editorial office and we shall answer them, if possible, over the radio. If, however, you desire a more comprehensive discussion of your problem than a radio period will permit, enclose 25c (coin or stamps) in your letter and we shall select from our cumulative index of back issues the article containing the best information on the question asked and shall send a marked copy of the issue in which it appeared. If the issue has been exhausted or if we have had no article on the particular subject, the money will be refunded.

$1.00 FOR YOUR HANDLING OF A PROBLEM

READERS are invited to tell us of problems in child training which they have encountered and which they feel they have met successfully. Write briefly, stating the problem and your treatment of it. One dollar will be paid on publication for each contribution accepted. Manuscripts submitted to this department will not be returned. Address Parental Problems, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y.

Schooling Raises Pay

Statistics show that, on the average, high school graduates earn $1.00 for every 72 cents earned by boys with merely elementary education.

© 1930 M. L. I. Co.

"Dad, I want to get a job. Lots of rich men didn't go to school any longer than I have."

"My boy, you have heard about only the rare exceptions. You don't know how many millions of men have been barely able to keep body and soul together because they were only half educated and unable to compete with better trained men. You'd better go back to school."

MAYBE it is the boy next door—perhaps it is your own boy—who is eager, restless and ambitious, who would like to quit school and go to work. He is looking forward to the day when he will have more spending money and more independence.

He has read of self-made men who had but little schooling. He sees no reason why he could not do equally well.

Tell him that if he had a chance to talk to one of the big, self-made men of whom he has heard, he would probably be told, "While I was earning a place for myself in the business world I studied at night trying to keep up mentally with my old school friends—even those who went through college."

Before he is permitted to leave school it would be a great thing if he could talk to some man or woman in charge of employment for a big company. He would learn that the better educated boys and girls are given preference, from the outset, over those who quit school too soon.

In almost every kind of work, whether manual, mechanical, business or professional, higher wages and salaries, in the overwhelming majority of cases, are earned by the best educated and best trained.

Apart from the greater enjoyment of books, arts and science gained through education—and just as a matter of cold dollars and cents—education pays the best dividends.

METROPOLITAN LIFE INSURANCE COMPANY

FREDERICK H. ECKER, PRESIDENT ~ ~ ONE MADISON AVE., NEW YORK, N. Y.

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

GOOD MOVIES and BAD

A Reliable Guide for You and Your Children

HOW TO MAKE THE MOST OF THIS DEPARTMENT: The time it takes for films to be exhibited throughout the country varies greatly. Consequently, if you are looking for information regarding some specific picture, it may be necessary to look through the reviews in back issues of this magazine. In response to an excellent suggestion from a subscriber, THE PARENTS' MAGAZINE offers a box file containing alphabetical guides and 500 cards, so that a reader can clip the reviews as they appear, paste them on these cards and file them for convenient reference. Send $1.00 for this unique Motion Picture File to THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y. Information on how Parent-Teacher Associations, mothers clubs, churches, and other organizations can use these files to great advantage will be sent on request.

Hoot Gibson in "Roarin' Ranch," a simple, wholesome Western that provides good fun for old and young

BACK PAY, with Corinne Griffith (*First National*)—Dull and unwholesome story about a shop girl of easy virtue, who enjoys for a time a luxurious apartment with a rich profiteer, but returns to her first love when he returns gassed from the war. Poorly written, spoken and acted. (E) *For A:* Dull. *For Y:* Unwholesome. *For C:* No.

THE BIG HOUSE, with Wallace Beery (*M-G-M*) — Grim, convincing, thought-provoking picture of the realities of prison life, with exceedingly tough characters as the chief actors. Tense action, coarse, brutal dialog and conduct, endless shooting, as would be expected from such characters. A love affair is lugged in. A very strong picture of its kind. (E) *For A:* Fine of its kind. *For Y:* Doubtful. *For C:* No.

BLUSHING BRIDES, with Joan Crawford (*M-G-M*)—Third pernicious picture of the series, supposedly teaching morality through the mouths of three very blasé, cheap, wise-cracking shop girls. Two of them merrily go wrong, and pay for it melodramatically. The stolidly virtuous heroine is good, but unhappy, then marries the man who had spent three-fourths of the picture trying to seduce her. Cheap, sexy, and suggestive throughout. (E) *For A:* Hardly. *For Y:* Pernicious. *For C:* No.

THE BORDER LEGION, with Jack Holt (*Paramount*)—A Zane Grey western thriller, above average, of a cowboy hero who is saved by the legion during a raid, joins legion in gratitude, then proceeds to save the leader, rescue and marry the heroine. Much lively action, shooting, etc. (E) *For A:* Fair. *For Y:* Good of its kind. *For C:* Good unless too exciting.

CALL OF THE WEST, with Dorothy Revier and Matt Moore (*Columbia*)—Cabaret dancer goes to the West to recover health and incidentally falls in love. Misunderstanding sends her back to New York where the hero follows and the two are happily reunited. Not impressive, but fairly entertaining. (U) *For A:* Hardly. *For Y:* Entertaining. *For C:* Harmless.

THE FLIRTING WIDOW, with Dorothy Mackaill (*First National*)—Well acted and quite amusing comedy of family life, in which older sister invents a fiance for herself so younger sister may marry. Fiance materializes, and the situation becomes thoroughly funny. Picture weakens at end and does not realize its possibilities. Accidental drunkenness of aunt only objectionable feature. (E) *For A:* Rather amusing. *For Y:* Amusing. *For C:* Of little interest.

LAWFUL LARCENY, with Lowell Sherman and Bebe Daniels (*RKO*)—Clever, light crook-comedy deftly done by whole cast in the Sherman manner. Very sophisticated, but without vulgar or offensive scenes. Fast and sparkling. (E) *For A:* Amusing. *For Y:* Very sophisticated. *For C:* Hardly.

THE RICHEST MAN IN THE WORLD, with Louis Mann (*M-G-M*)—Old fashioned, very sentimental comedy of parental self-sacrifice, but wonderfully acted by Mann in one of his typical rôles. Painfully pathetic at times, but genuinely human, dramatic and convincing. Fine of its kind—a kind that is rare nowadays. (E) *For A:* Fine of its kind. *For Y:* Very good. *For C:* Good unless too sad.

ROARIN' RANCH, with Hoot Gibson (*Universal*)—This is a simple, wholesome and entertaining western drama. (U) (E) *For A:* Good western. *For Y:* Amusing. *For C:* Entertaining.

ROYAL ROMANCE, with William Collier, Jr. (*Columbia*)—Hashy mixture of ghost thrills and romance, laid in a mythical Balkan kingdom—of a young writer who buys a "haunted" castle, then falls in love with and marries the princess who had been doing the haunting. Mainly harmless and funny. (E) *For A:* Hardly. *For Y:* Amusing. *For C:* Passable.

SHADOW OF THE LAW, with William Powell (*Paramount*) — More of Powell's excellent work, this time as the hunted instead of the hunter. Falsely convicted of murder, he serves prison term and escapes. His suave, restrained acting gives many fine moments throughout, with notable suspense in certain scenes. It is acting worth looking at closely. (E) *For A:* Fine of its kind. *For Y:* Entertaining. *For C:* Good if not too tense.

SHE'S MY WEAKNESS, with Sue Carol (*RKO*)—Very thin, largely unintelligent stuff that is funny in an elementary way in spite of poor acting and direction, free from objectionable elements save an elaborate drunken scene by the hero. (E) *For A:* Stupid. *For Y:* Hardly. *For C:* Hardly.

SHOOTING STRAIGHT, with Richard Dix (*RKO*)—Arch-gambler, driven out of New York, passes as a minister-reformer in a small town and finally marries the real minister's daughter. Detailed workings of a gambling house shown, and the most violent and longest fist-fight ever screened. Hardly a foot of it worth seeing. (E) *For A:* Cheap. *For Y:* Better not. *For C:* No.

THE SILENT ENEMY, with native Indian cast (*Paramount*)—A remarkable picture—the first real epic portrayal of Indian life, showing powerfully the struggle for existence of the Ojibway Nation in Canada against its silent enemy, Hunger. The mad search for game, the life-saving caribou herd, the hardships of migration in dead of winter, and played in true Indian manner. A classic of its kind. (E) *For A:* Excellent. *For Y:* Excellent. *For C:* Excellent, unless too strong.

THE SOCIAL LION, with Jack Oakie (*Paramount*)—Rollicking comedy with Oakie as the egotistical sap-prizefighter and polo-player, whose success leads him into social climbing. Then disillusion, and he goes back to the "real girl" of his humbler days. Oakie excellent. The usual slang and wisecracking. (E) *For A:* Amusing. *For Y:* Very good. *For C:* Good.

SOLDIERS AND WOMEN, with Aileen Pringle (*Columbia*)—At a tropical army post two officers' wives seek relief from the galling monotony by love affairs with the hero, heavily played by Grant Withers. Murder and suicide result. Notable only for Pringle's acting and for fine suspense, sustained interest, and judicious comic relief through the long process of detecting the murderer. (E) *For A:* Fair. *For Y:* Doubtful. *For C:* No.

SO THIS IS LONDON, with Will Rogers (*Fox*)—An amusing comedy which is an adequate vehicle for the particular type of humor that

(*Turn to page 79*)

Best Recent Films for Young Folks

Across the World with Mr. and Mrs. Johnson	In Old California
Anybody's War	It's a Great Life
The Arizona Kid	Jazz Heaven
Around the Corner	Let's Go Places
Burning Up	Little Johnnie Jones
The Cohens and Kellys in Scotland	Lucky in Love
Dance Hall	Not So Dumb
Devil May Care	One Romantic Night
Disraeli	Only the Brave
The Feminine Touch	Parade of the West
The Forward Pass	The Return of Sherlock Holmes
Give and Take	Romance of the Rio Grande
The Great Gabbo	Runaway Bride
Grumpy	Sally
Half Way to Heaven	Seven Keys to Baldpate
High Society Blues	Song of My Heart
His First Command	So This Is London
Hit the Deck	The Vagabond King
Honey	What a Man
Hunting Tigers in India	Young Nowheres

What the Abbreviations Mean

E—The judgment of the National Film Estimate Service, an organization unaffiliated with the motion picture industry, having a corps of well-qualified volunteer reviewers throughout the country.

U—The judgment of the Motion Picture Committee of the Women's University Club, Los Angeles.

For A—For intelligent adults.
For Y—For youths, 15 to 20 years of age.
For C—For children, from 10 to 15 years.

MARGUERITE AND CYNTHIA McADOO

© 1930, The C. of W. Corp.

They're ready for anything on land or in the air

Almost six and almost four. Blue eyes. Yellow hair. Extremely dainty little girls, these daughters of Mr. and Mrs. William McAdoo, Jr. But *intrepid!*

They fly with enthusiasm. (Their parents are much interested in flying.) They swim . . . they garden in their own little plot . . . they romp in the California sunshine with Gypsy and Chita, two beloved and phlegmatic cats, and with Merrylegs, a little white dog.

In their blond heads there's no idea of the careful supervision that is theirs. But their mother, and their nurse, keep up a watchful surveillance.

Their exercise, their play, their hours for sleep, their general routine and, above all, their diet. When each little girl was six months old the family physician advised a *hot, cooked* cereal. That cereal was Cream of Wheat, the one approved by 221 leading child specialists of San Francisco, Chicago, Toronto and New York, in a recent investigation.

"Mimi and Cynthia have always eaten Cream of Wheat," says Mrs. McAdoo. "It's a dietary matter that we're very particular about."

Mothers of small girls and boys all over the country have made Cream of Wheat part of the regular, accepted routine. They know that Cream of Wheat is rich in the energy that children consume so fast, that it is amazingly quick and easy to digest. Inexpensive, too. *Forty generous servings in a box.*

Let your youngsters have this good start in the morning—Cream of Wheat.

The Cream of Wheat Corporation, Minneapolis, Minnesota. In Canada, made by The Cream of Wheat Corporation, Winnipeg.

• • •

● TUNE IN on Cream of Wheat Radio Program every weekday morning at 7:45. Broadcast from stations WJZ, WBZ-A, KDKA, WHAM, WLW, WJR, WLS.

FREE—a wonderful child's game

All children love the H.C.B. Club with a secret meaning. It makes a jolly game of their morning cereal. All the wonder working material is free—badges, gold stars, and big new posters with stirring color pictures of childhood heroes—Joan of Arc, Roland and Oliver, Richard the Lion Hearted. We will also send valuable child health booklet. Mail this coupon to The Cream of Wheat Corporation, Dept. PM-6, Minneapolis, Minn.

*Child's Name*_____

*Address*_____

To get sample of Cream of Wheat, check here ☐

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

FAMILY FUN

And Things for Children to Do and Make

Edited by THE NATIONAL RECREATION ASSOCIATION
Formerly The Playground and Recreation Association of America

THOUGH VACATION DAYS are officially ended, the play spirit of the summertime is not discarded by families who take to the outdoors whenever school and business duties permit. September, with its crisper air and bright skies, is perhaps the gala month of all the year for games on the lawn, for family hikes and picnics and suppers cooked in the open. Here are some suggestions for games of the livelier sort which parents and children may play together. Call in the neighbors if the family isn't large enough to make an effective circle!

THREE DEEP—The players stand in a circle, two deep, one behind the other. Outside the circle there are a runner and a chaser. The runner runs around the outside of the circle and goes in front of one pair, making the row three deep. There cannot be three, so the last has to run in front of another pair, which cannot be the pair immediately to right or left. Thus a group of three is again formed and so the game goes on. If the chaser can catch one of the players changing from one pair to another, the one who is caught becomes the chaser.

HARE AND HOUNDS—Interesting to play on a hike or field trip. Two or more persons, representing the hares, are given a start of several minutes to scatter a trail for the hounds to follow. The hounds try to catch the hares before the latter can get back to the starting point. Torn paper or corn may be used for the trail, though if a particular type of leaf is used, the countryside is not littered and the hounds have a lesson in nature study while they try to spot the leaves used as a clue.

DUCK ON A ROCK—This game is an old-fashioned favorite. Dad probably played it when he was a boy. Either bean bags or stones may be used as missiles. The person who is "it" places a bean bag on a flat rock. From a line twenty feet away the other players take turns at trying to knock this bag off the rock with their own bean bags. They must try to pick up their bags and return to the line without being tagged "it." If "it's" bag is knocked off, he must return it to the rock before touching a player.

STEAL THE HANDKERCHIEF—The players form in two lines facing each other about eight yards apart. Each line is numbered so that there are corresponding numbers on each side. The leader places a handkerchief midway between the two lines. He then calls a number, and the players on each side having that number rush forward and attempt to steal the handkerchief. The one succeeding scores one point for his side. The players return to their places in line and the game continues. The side scoring the highest number of points out of twenty wins.

Tin can golf is great sport in the backyard or on the vacant lot where all the family can compete for low score on the six holes

BACKYARD GOLF—Sons and daughters are giving dads and mothers a close run these days on the golf links. We hear of fourteen-and fifteen-year-old golf stars. Very popular contests on both municipal and private courses are the mother and daughter, father and son, and sister and brother tournaments.

Naturally much of this golfing enthusiasm is being carried on at home, and the backyard is the scene of many wild swings and cautious putting on the part of both youngsters and parents. For home practice in driving, try hanging a canvas from the side of the garage or over the clothes-line to serve as a driving net. A bull's-eye may be painted on the canvas if greater accuracy is the goal. Tin cans sunk in the ground so that their tops are flush with the surface make good holes for putting practice.

Tin can golf is played with six of these holes. The holes need not be at any certain distance apart, the size of the yard governing the size of the course. The object of the game is to see who can complete the six holes in the least number of strokes. When a player drives his ball off the course or in any place where it is impossible to play, he may forfeit two strokes and place the ball on the ground nearest the place where it left the course. A player must not place his ball more than six feet from the hole he has just completed when he is driving for the next hole.

A clock golf course is made by marking out on the lawn a white circle, with the aid of paint, a brush and a peg and string. Twelve points representing the twelve hours are marked out around the circumference of the clock. The putting hole may be placed at any point inside the circle, so that the distance from each point of the clock to the hole is different. Starting from one o'clock, each player tries his putting skill from each of the twelve points of the clock around the course, the object being, of course, to complete the clock in the fewest number of strokes. In families divisible by two, playing partners adds to the enjoyment of this game.—*National Recreation Association.*

THE DOMINO TOURNAMENT—When dinner is over at our house, the boys clear the table and daughter wipes the dishes for mother, while father has a chance to read the paper. It doesn't take long, then hurrah for the "continued-in-our-next" domino game!

We began playing simple dominoes when the oldest child was just able to keep up, with a bit of advice. It was not long before we were able to add in the first "doubles," too. Then for a time we went back to the simplest game again while the second hopeful got started and the baby played with the "boneyard" at the side of the table. (*Turn to page* 76)

ONE DOLLAR WILL BE PAID

On publication for short contributions telling how you and your family have fun together. No manuscripts will be returned. Address Family Fun Editor, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York City.

That year he starts to school

WHAT a change when he begins his first school year! Overnight, he is thrown with hundreds of new children. He begins to work and play harder than ever before. At the same time, he must adjust himself to many changes in routine.

Home he troops in the afternoon, often tired, always hungry. And it is quite important that he be given something satisfying and wholesome — an "extra lunch" which will furnish quick energy — but which will not dull the supper appetite.

Dietitians say a crisp, ready-to-eat cereal is ideal. And you could serve no crisper cereal than Kellogg's Rice Krispies — nor one more sure to delight the appetite of a youngster.

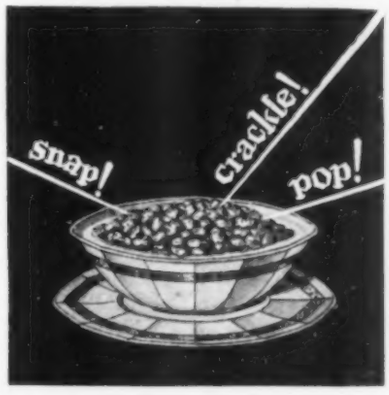
Rice Krispies are so crisp they actually crackle in milk or cream. They are nourishing and yet remarkably easy to digest. They are a wonderful conveyor of milk.

Such a *different* cereal in both flavor and crispness! You'll like Rice Krispies for your own lunch — with fruits or honey added. They are ideal for children's suppers.

Order from your grocer in the red-and-green package. Notice the waxtite *inner sealed* wrapper that *keeps* these delicious "rice bubbles" oven-fresh even *after* you open it. An exclusive Kellogg feature.

Kellogg's

RICE KRISPIES



Write the Home Economics Department of the Kellogg Company, Battle Creek, Mich., and we will be glad to send free literature and advice on child feeding and diet. Your own physician should always be consulted in the event of ill health and sickness—ours is in no sense a medical service.

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

FEEDING the FAMILY

Consider the Children's Breakfast

By NELL B. NICHOLS

Nutritionist and Food Research Specialist

THE WHOLESOME BREAKFAST, says the New York State College of Home Economics, consists of an orange or other fruit, a dish of well-cooked cereal, from one to two cups of whole milk, a part of which is served on the cereal and the remainder as a beverage, and buttered whole wheat toast. Citrus fruits are especially good, for they stimulate the dull appetite, but for variety, apple sauce, prunes, figs, dates and many other healthful fruits are to be employed.

Why is it that the breakfast appetites of so many healthy children fall off with the opening of school in the fall? If an inadequate morning meal becomes a habit it is certain to react on the disposition and the mental and physical development of the child. It explains many failures in the classroom. The time element probably accounts for many school children's failure to eat nourishing breakfasts. Children and sometimes their parents get up late and everyone rushes to get dressed and away to the office or to school. In the hectic business of hurrying no one thinks of sitting down to eat peacefully. Breakfast is a hit-or-miss affair.

Then again the meals of the previous day may be at fault. If the noon repast is too light, the youngster may be so hungry by dinner time that he overloads his stomach. No wonder food does not appeal to him the next morning. Frequently children play so strenuously after school late in the afternoon that they are over-tired when the evening meal is eaten. This results in indigestion and a loss of appetite. Investigations made at the Merrill Palmer School in Detroit show that a brief period of rest immediately before a meal is eaten promotes normal appetite. The child who interests himself in books, the radio or other quiet occupation before going to the dinner table has better chances of relishing food the next morning than the one who misses these minutes of relaxation.

If setting the breakfast time earlier to eliminate hurry and serving three well planned repasts daily does not give the child the desire to eat the morning meal, his need may be for larger quantities of foods rich in vitamin B, which stimulates appetite. These are the vegetable and fruit juices. Children in the nursery schools at the University of Iowa are given an extract of vegetable juices for a mid-morning lunch if they do not enjoy eating their meals.

Then there is the matter of making the food appealing. Most of us take the cooking of cereals for granted. Yet in studies made in Chicago it has been found that failure to adhere to the simple processes in cooking oatmeal, for instance, frequently give children—and older people as well—a dislike for the food. Have the water boiling rapidly when the cereal is added, and sprinkle it in slowly so the boiling will not stop. The boiling water keeps cereal from having a "gluey" consistency. It pays to look at the directions on the packaged cereals and to follow them.

OVER-ANXIETY on the part of parents about the child eating the right breakfast is not a help but a hindrance. Take it for granted that the child is going to eat the food set before him. Never discuss his dislikes. When a food is refused in one form, present it in a different form until the youngster becomes accustomed to it. Comfort, good cheer, a take-it-for-granted attitude, variety in ways of cooking and serving foods, and bright attractive dishes all help in promoting good eating habits and giving zest to food.

RECOMMENDED RECIPES

Delicious for Adults, Nutritious for Children

By RUTH WASHBURN JORDAN

Dietitian with Testing Kitchen

Liver Surprise

2 cups celery diced
1½ lbs. liver
1 teaspoon salt
2 tablespoons butter
¼ cup water
8 small carrots
8 small onions
2 tablespoons flour

Put celery in bottom of casserole. Trim the liver but do not slice it. Sprinkle with salt and place on celery. Dot with butter, add water, cover and bake in moderate oven 45 to 50 minutes. Cook carrots and onions in a small amount of water until tender, then put in casserole with liver. Thicken the vegetable stock with flour mixed to a smooth paste with a little cold water. Pour over meat and vegetables. Cook 15 minutes longer.—*Mrs. C. M. S., Montreal, Canada.*

Baked Squash

Select four young tender squashes, wash, slice and put in a little water and cook until tender. Drain well, mash, add one cup of cold ground meat, one cup of brown bread crumbs and 1 large onion cut fine. Season well with salt and butter. Put in buttered baking dish and bake until onions are tender.—*Mrs. T. E., T., Welsh, Louisiana.*

Apricot Tapioca Pudding

½ lb. dried apricots
3 cups cold water
¼ teaspoon salt
1 cup sugar
⅓ cup granulated tapioca

Wash apricots and soak for several hours in 3 cups of cold water. Bring to boil and let simmer until fruit is very soft. When nearly done add 1 cup sugar. Press through sieve. Meanwhile cook for 15 minutes in a double boiler, ⅓ cup of granulated tapioca with 3 cups cold water adding ¼ teaspoon salt. When done stir in (*Turn to page* 42)

WHOLE-FAMILY MENUS

Iced Cantaloupe (grown-ups)
Prune and Apple Compote (children)
Roast Leg of Lamb
Browned Potatoes
Buttered Carrots
Creamy Rice Pudding

—

Lamb Potpie
Buttered String Beans
Tomato Salad
Sliced Peaches Cookies

—

Lamb Broth
Liver Surprise
Baked Potatoes
Lemon Sherbet

—

Tomato Juice Cocktail
Baked Stuffed Potatoes
Creamed Cauliflower
Fresh Applesauce
Gingerbread

Chuck Beef Stew
Boiled Potatoes
Buttered Wax Beans
Cream Cheese and Chopped Date Salad
Peach Short Cake (sponge layer)

—

Creamed Macaroni with grated Cheese
Buttered Beets
Chopped Cabbage Salad
Fresh Grape Pie (grown-ups)
Grape Jelly Crackers (children)

—

Broiled Halibut
Parsley Butter Potatoes
Spinach
Cucumber Salad (grown-ups)
Tomato Salad (children)
Apricot Tapioca

—

Tomato Soup
Baked Squash
String Bean Salad
Peach Ice Cream Cookies
(*Turn to page* 42)

Sugar *belongs in the diet* ... ASK YOUR DOCTOR!

"Sugar makes essential foods, which have roughage, minerals and vitamins, more palatable."

SHOULD SUGAR HAVE A PLACE IN THE DIET? Here are some interesting facts — information which your doctor would give you.

Sugar is a preferred fuel food. When eaten in any form, it combines with oxygen in the body. Seventy-five per cent of its energy goes into heat and the rest supplies power to the muscles.

Sugar makes essential foods, which are the vehicles or carriers of roughage, mineral salts and vitamins, more palatable. It modifies harsh acids, heightens bland flavors.

Consider how many fruits and vegetables that you eat are sweet. How unpleasant they would be without this palatable flavor. Often, however, certain familiar vegetables lose the sweetness they possessed when fresh picked, because their sugar has been converted into starch. In such cases it is proper to add a dash of sugar in cooking them to restore their original flavor.

Think of these facts as you plan your meals. And in addition to using sugar as a flavor remember that simple wholesome desserts, as well as jellies and jams, have their place in balanced meals. The normal diet calls for sugar. Ask your doctor! The Sugar Institute, 129 Front Street, New York.

"Good food promotes good health"

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

DIXIES
a welcome guest at any picnic

A bright sunny day, a shady spot by a tinkling stream—a tasty lunch—everything is ideal for a happy picnic. It's then you'll appreciate that package of Dixies you slipped so easily into the lunch-basket. Of course, you and the kiddies prefer to drink from Dixies. The rolled brims are a comfort to your lips and the sturdy glass-shape makes them a pleasure to hold.

When packing to leave, there are no glasses to wash and dry. No sounds of annoyance over broken glasses — perhaps a cut finger — mars the children's happy day.

Above all, Dixies are one of the best safeguards of your and the youngsters' health —for a Dixie is used by one person only, thus eliminating the dangers of a common drinking glass.

Dixies are packed in convenient cartons—10c or 25c sizes. Stationery, grocery, drug, department and 10c stores have them in stock. They are especially handy for children's parties, and are a clever, novel way of serving drinks at any time.

Tune in on the
DIXIES CIRCUS
every Saturday evening at 8 P.M. E.S.T., over WJZ and associate stations

INDIVIDUAL DRINKING CUP CO., Inc.
Original Makers of the Paper Cup
EASTON, PA.

WHOLE-FAMILY MENUS

(*Continued from page* 40)

Baked Stuffed Flank
Creamed White Turnips Spinach
Fresh Apple Pie (grown-ups)
Baked Apples (children)

Broiled Lamb Chops
Boiled Wild Rice Carrots and Peas
Currant Jelly
Pineapple Salad
Chocolate Junket with Cream

Baked Haddock Steaks (in milk)
Baked Potatoes Scalloped Tomatoes
Cabbage Salad
Lemon Gelatin

A Birthday Dinner
Fruit Cocktail in Orange Cups
Broiled Steak
Mashed Potatoes Buttered Asparagus
Grape Jelly
Vanilla Ice Cream
Frosted Animal Crackers

Creamed Brains on Toast
Buttered String Beans
Chopped Buttered Beets
Stewed Peaches Cookies

RECOMMENDED RECIPES

(*Continued from page* 40)

the apricot mixture and turn into a mold; chill, and serve with plain or whipped cream.—*Mrs. A. H. P., Syracuse, N. Y.*

Lamb Potpie

Cut left-over lamb into small chunks and put in buttered casserole. Boil 5 or 6 small white onions until tender. Drain and add to meat, also 2 carrots cut in pieces and cooked with 1 teaspoon of parsley until done. Season well and cover with thick layer of cooked elbow macaroni. Pour 1 can of tomato soup over and let it soak in for a few minutes. Sprinkle with a little grated cheese and bake until thoroughly heated.

Pan-Broiled Steak or Chops

Have pan smoking hot; rub with a small piece of suet. Place steak or chops in pan and count ten, turn and at count of ten keep turning until meat is done. It should be pink when cut. Allow five minutes for each inch of thickness. Season with salt and serve on hot platter.

Baked Stuffed Potatoes

Take good sized potatoes and scrub them well. Bake until done. Cut in halves carefully and remove potato from skins. Mash well, season with butter, salt and add some left-over meat chopped fine. Moisten with a little gravy or milk, stir in 1 or 2 yolks of eggs and last of all fold in stiffly beaten whites. Pile high into potato shells and return to oven to reheat and brown slightly.

Corn Meal Mush

1 cup corn meal 4 cups boiling water
1½ teaspoon salt

Add the salt to water and very gradually stir the corn meal into the boiling water until all is used. Boil five minutes then cook for three hours in a double boiler. Serve with milk or cream. A very pleasant variation is to cook the meal in 4 cups of scalded milk instead of the boiling water. Children will like this cereal with a little molasses or maple syrup for a change. This is a delicious old New England dish.

Cereal With Dates

½ cup cereal ½ cup chopped dates
½ teaspoon salt 3 cups boiling water

To actively boiling water add the salt, then very gradually stir in cereal so boiling never stops. When smooth add chopped dates and cook in double boiler one-half hour. Serve hot with cream. Children will welcome the addition of the dates.

Blackberry Applesauce

To one quart of fresh applesauce add 1 cup of strained blackberry juice (just bring blackberries to a boil). Sweeten to taste. This is a delicious combination and attracts the eye as well as the appetite.

Prunes and Figs

To 1 lb. of prunes take ½ lb. of pulled figs. Wash well. Cover with cold water and stew gently until tender and the juice is syrupy. These are good for breakfast without sugar but a little may be added if desired. Apricots and raisins cooked together make another splendid combination.

Very Good Plain Cake

1 cup sugar ½ teaspoon salt
1⅔ cups flour 1 egg
½ teaspoon baking powder Milk
3 tablespoons butter
¾ teaspoon flavoring

Sift dry ingredients together three times, add 3 tablespoons of soft butter. Break one egg into a cup and fill cup with milk, add to other ingredients and beat all together until smooth; flavor with ¾ of a teaspoon of vanilla or lemon. Add 1 cup of raisins, currants or blueberries if desired. Pour into a square buttered tin; sprinkle with granulated sugar and bake in moderate oven about thirty minutes. This cake takes very little time to put together and is very economical and good.

Lacto

1 quart buttermilk 1 egg
2 cups sugar 1 cup orange juice
¼ cup lemon juice

Dissolve the sugar in the buttermilk and add the egg, the yolk and white being beaten separately. Stir, strain the mixture and add the fruit juices. Freeze in the usual way. This dessert is at its best if allowed to stand at least one hour after freezing.—*South Dakota State College.*

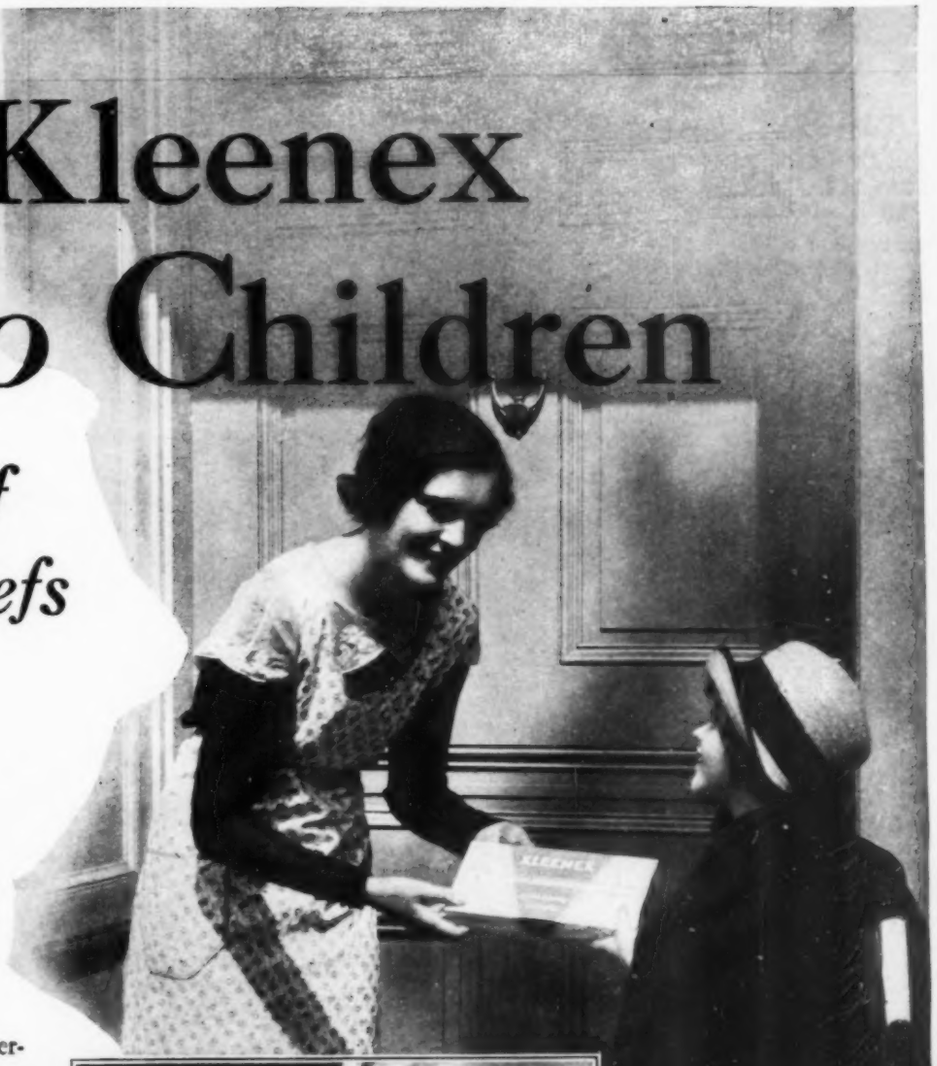
Send in Your Favorite Recipes

We will pay $1 on publication for each recipe accepted for this department. This month we are especially interested in recipes calling for bananas. These should reach us by September 15, 1930. No recipes will be returned. Address Food Editor, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y.

Give Kleenex *to* Children

in place of handkerchiefs

Kleenex is disposable...avoids reinfection...and costs less than laundering handkerchiefs



KLEENEX is the perfect handkerchief for children. If it's lost—the cost is not worth figuring. If it's soiled—you simply discard it. Kleenex does away with all washing of grimy little handkerchiefs.

And Kleenex is so soft and gentle when children have colds. Always, the child uses a dainty, soothing, dry tissue . . . never a harsh, damp handkerchief.

Recommended by doctors

Doctors are recommending Kleenex, especially for colds. It prevents reinfection of the user from germ-laden handkerchiefs, and prevents, too, the infection of others in the family or school. Kleenex is used just once, then discarded.

The use of Kleenex is by no means confined to children. Progressive people in all walks of life are rapidly adopting it.

Kleenex is obtainable at any toilet goods counter, in drug, dry goods and department stores. It comes in a handy box, which keeps the tissues clean and sanitary, and automatically feeds out the tissues through a narrow opening in the top. There are two sizes, the 25-cent package and the 50-cent package.

Many mothers provide each child with a smaller size package to take to school, and keep the larger size for home use.

Other uses for Kleenex

There are many uses for Kleenex. It is a perfect cold cream remover, and is on the dressing table of most women who understand beauty care. Kleenex is useful in so many ways—families who once try it, find it indispensable.

KLEENEX COMPANY

FREE SAMPLE OF KLEENEX

Kleenex Company, PM-9
Lake-Michigan Building, Chicago, Ill.
Please send a sample of Kleenex to:

Name.....

Street.....

City.....*State*.....

Special quantity offer for teachers and nurses.

Please send me.....samples of Kleenex, which I will distribute to children of the .....grade, in the.....school.

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

When Fathers are Doctors . .

baby things are given safe Lux care

When fathers are doctors, every bit of baby's routine is planned in the most *scientific* way.

Take the question of washing woolens and diapers and the rest of baby's things. Doctors know how important it is to use the very purest, finest soap there is! To quote a well-known child specialist—"Strong soaps allowed to remain in the garment, often cause severe eruptions."

Knowing this, just which soap do doctors prescribe for cleansing their own babies' things?

We asked scores of doctors' wives . . . 91% answered, "We use Lux."

Lux is made of the very purest materials known . . . contains not the least trace of the harmful, irritating alkali found in so many soaps . . . is soothing and gentle and bland.

Just a dip in the instant, sparkling Lux bubbles—no rubbing—and baby woolens are soft and downy as new. Diapers sweetly, safely clean!

Fighting a Handicap

(*Continued from page* 18)

I realized that though the yard answered very well for mornings, I ought to take my babe and his odd-looking paraphernalia out on the front pavement, if he were to receive the full benefit of the afternoon sunshine. But that meant also exposing us to the glare of curious eyes and unguarded tongues, and I confess that I shrank from the ordeal. I knew, however, that Joseph could never hope to walk unless he were strengthened in every way possible, and that sunshine was vital.

SO OUT TO THE FRONT walk we went. Really, one could hardly blame a stranger for commenting, for we must have presented a queer picture, and that aforementioned combination of curiosity and misdirected kindliness would cause passers-by to stop and remark, "Poor little dear! What a pity! What's the matter with him, and how did it happen?" I would send them off with a rather rude and trivial, "Oh, he's been sick, but he's better now, and he'll be just fine soon." And Joseph would take on the same air so that after a time, as we peregrinated slowly down the street, most persons were rather hypnotized into giving us a cheery greeting instead. And Joseph would look up at each one as if to say, "Look! Aren't I doing beautifully? I couldn't do half so well yesterday." And that is really how he felt about it.

"AS a result of years of experience in the after care and treatment of children who have had infantile paralysis, I am convinced that the attitude of the parents has a great influence on the progress toward recovery and the final functional results.

"Every individual has some handicap and these children should be encouraged to believe that theirs is only physical, and by determined effort can be more or less overcome and that, with certain limitations, they can do most things normal children can do, though they may have to do them in a different way."

Dr. LeRoy W. Hubbard
Surgeon-in-Chief
Georgia Warm Springs Foundation.

This principle of keeping a sane viewpoint in regard to our illness was applied to environment as well. I believe it is essential to keep the environment as normal as possible, and in case certain appurtenances are necessary to be introduced, to regard them in the same light as the illness itself—necessary, but not evils. We have been compelled to use many different sorts of apparatus in our fight for normalcy, but we have seen to it that these things are kept out of sight, or as inconspicuous as possible. In this way, we are not constantly reminded that these unusual things are necessary, and so the child's room and the whole house are as much like any other boy's room and house as we can make them. Joseph has been taking certain prescribed exercises which the physician advised to be given on a large, leather-covered table. I resolved that he should have the exercises, but that I was going to sidestep having a huge, ungainly piece of furniture constantly about, not only because of the large space it would occupy, but primarily because of its conspicuousness. I saw no reason for being reminded twenty-three and a half hours a day of the thing we used for one-half hour daily. At last I hit upon the idea of having made a large leather-covered table-top which, when in use, was fastened firmly to the bathtub by means of cleats. The rest of the time it stood behind the bathtub, which, fortunately for our purpose, happened to be an unusually large one, detached from the wall. Had the tub scheme proved impractical, I should have devised some other plan, but should have evaded the constant sight of that big table in our home, for psychological reasons.

Perhaps it is because Joseph has been taken into our complete confidence concerning his physical self that operations hold no terrors for him, and that he regards doctors as his very good friends. For the last nine years we have been making several pilgrimages annually to a specialist in Boston from our home in St. Louis. In May, about five years ago, I came out of the doctor's inner office and said: "Joseph, Dr. L. says you may be operated on now or in September, which do you prefer?" We weighed the advantages and disadvantages as we might have discussed a trip to Europe. Joseph finally decided he would prefer September for the operation so as to get in a jaunt he had planned for that summer. The thought of the impending ordeal did not detract one whit from his summer's fun. Another operation, scheduled for next spring, was decided on months ago, but it is rarely mentioned or thought about, except that we are making the family's next summer's plans accordingly. I believe this policy of confidence is the most satisfactory. Had we divulged our plans to him suddenly he would probably have felt that we were conspiring against him. As it is, he feels himself a conspirator in the scheme, and his attitude is one of cooperation. He has made many suggestions that have proven most helpful.

I have already told how Joseph took his first three steps—and how he then walked through the three small rooms of the summer hotel. I did not mention that the next day he took seventy-two steps, and that thereafter we had to curtail his walking lest he become overfatigued. I do not know today if the fear of the punishment was greater than the fear of the falling, or whether Joseph was at that psychological point where a shock was required to give him confidence. The cataclysm seemed necessary and the end was attained, and Joseph took a big step toward physical independence.

We not only insist that Joseph help himself in every way, but that he help others. We not only permit him to do for us, but demand his holding up his end of things whenever so doing does not cause a physical strain that may exhaust him. Convenience is not a consideration, and his manners are not permitted to hide behind his crutches. He rises when I enter the room, or when he addresses an older person. He feels more like other fellows this way than if he remains seated, and, after all, that is the crux of the situation—feeling just like other fellows.

AS FOR BEING OF SERVICE, there are many ways in which a boy who cannot run errands can be useful. He can weed the garden, he can answer the phone (though it rings twice before he answers it); he can put the baby to bed; he can make out his mother's checks and add up her accounts when it is his turn (*Turn to page* 46)

Start School Days Right—in

MINNEAPOLIS "M" GARMENTS

The PERFECT UNDERWEAR *for* CHILDREN

MINNEAPOLIS "M" garments are universally accepted as the correct underdressing in modern juvenile styles. The fashionable French Type (short trunk) garments illustrated above are made for both boys and girls in all popular fabrics.

Minneapolis "M" Flannelette Pajamas are offered in one and two piece garments in a variety of styles and patterns. For the younger children, "M" Bi-Knit Sleepers provide utmost protection and warmth. Baby's comfort is assured in the "M" Foldover Shirt.

The Minneapolis "M" label is your guarantee of satisfaction. Look for it at your Dry Goods store. If you can't find the garments you want, write us.

MINNEAPOLIS KNITTING WORKS, Minneapolis, Minn.

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

Pin Wheel Cookies

—they're easy to make! Just take plain butter-cookie dough, cover with a layer of chocolate cookie dough, roll it up like a jelly roll and slice off your cookies! No cutting needed with this Royal recipe. Complete directions in the Royal Cook Book—page 23!

Don't overlook the COOKIE!

WITH fruit or custard, with ice cream, or just alone with a glass of milk—cookies seem to add the "just right" touch that spells perfection in the children's eyes.

There are so many different cookies to choose from! Little rolled cookies . . . big dropped cookies . . . cookies thin and crisp . . . cookies soft and chewy! Make them the way *your* youngsters love them best, but be sure there's always a supply on hand. Be sure, too, they're made with Royal to safeguard their goodness.

The Cream of Tartar in Royal Baking Powder is what takes care of cookie quality. It's the reason Royal-baked cookies are *always* light and tender—deliciously good to eat, wholesome and digestible.

Royal, the Cream of Tartar baking powder. Absolutely pure.

FREE . . The Royal Cook Book—you'll want to make every one of the delicious recipes for cookies and small cakes. Look for them on pages 21 to 24!

Royal Baking Powder
Product of Standard Brands Inc.
Dept. 186, 695 Washington St., New York City.
Please send my free copy of Royal Cook Book
Name_____
Address_____
City_____ State_____

Fighting a Handicap

(*Continued from page* 44)

to do so; and he can regulate the clocks, and do much carpentering, and tinkering, and damage, with electrical apparatus and other things around the house. Each day brings innumerable opportunities and these services are accepted by the rest of the family with no more or less expression of appreciation than if any other member of the family had done them. Such things are expected of him and he is happy in the doing because he feels he is contributing his share. The desire to indulge a handicapped child is as great as the tendency to condone his omissions and it is often very difficult to know just what course to pursue. We have never deemed it an extravagance or indulgence to purchase any vehicle that would aid Joseph in covering the ground as easily as possible. He has had automobiles, velocipedes and Irish mails galore. Nor have we hesitated to buy him stamp albums, typewriter or radio equipment—those things which any boy would enjoy possessing, but which he more than others has the opportunity of using. We feel these are his due. On the other hand, he has been granted no more privileges than have our other children.

When his friends went skating and Joseph was thus deprived of their companionship, he early learned to have resources to fall back upon—and though he did not play by himself from choice, time never hung heavily on his hands, for his solitary diversions are a real source of joy to him. Just as the average child is trained to resort to some sort of solitary occupation as a "rainy day" measure, the handicapped child must have this "rainy day" training stressed in his education, and Joseph has found that "the world is so full of a number of things" that the only drawback to being as "happy as kings" was that there are only twenty-four hours in a day in which to do them and some of these precious hours must be spent in sleep.

A boy situated as Joseph was is left largely to the mercy of mother, nurse, and governess. When Joseph was about thirteen and when I thought it was necessary to begin to lengthen the mother's apron strings a bit he and his dad had a standing engagement for Saturday noons. Saturday had been his Dad's golf day, but he felt it well worth the giving up in exchange for the companionship of his son. I had taught Joseph to swim when he was about seven. I say "about seven," for I did not accomplish this in one season. His legs, which would not support him when he tried to stand on them, could be used to help propel him in the water, and the effect was a boomerang, for the swimming strengthened his legs tremendously, so that today he is an unusually fine swimmer. So Joseph and his Dad had a regular date to swim at the club. Following this there was luncheon together and then perhaps they went to a ball game or maybe it was just going back to work. I do not know who derived more fun from these hours—Joseph or his Dad.

IT IS AMAZING how many sports there are which do not entail the use of leg muscles. How thankful I am that I did not heed the advice of friends who advocated concentrating on the development of Joseph's excellent mind and not being so concerned about the rest of his development. Joseph's interests are so varied in scope that he can usually find a hobby in common with any boy he meets. Perhaps that is one of the reasons why he is the happiest individual I have ever known. Those sports in which he cannot actually participate he enjoys vicariously, along with many others of the great American public. He keeps himself accurately informed about things athletic and we do not discourage his habit of turning first to the sport sheet of the newspaper. He is an ardent baseball fan and knows the history and standing of every player in the league. Though he attends games less often than other boys, he is consulted by them as an authority. "Hi, Joe, what's the score?" is the clarion call of a waning summer's day in our neighborhood. One winter he invented a paper-and-pencil baseball game. The gang was divided into two leagues and there was keen competition over the winning of their pennant for the season. An autographed photograph of George Sisler occupies as conspicuous a place in Joseph's room as the picture of Sir Galahad that I had given him for inspiration. I think I know at which shrine he secretly worships.

OUR POLICY with regard to Joseph's schooling has been to make it assume the same importance in his life as it assumes in the life of any child. The place and manner of his schooling have constantly been changed to meet the exigency of the occasion. Private lessons, private schools, governesses, have all contributed to Joseph's education. Our frequent trips to Boston interfered decidedly with any formal schooling, so expediency was our motto. We knew Joseph had a fine mind, so we made the best of the situation and did not worry overly about his mental development. This haphazard instruction has had its advantages and disadvantages. The greatest drawback was that Joseph did not feel that he "belonged" to anything. Then, too, his handwriting is atrocious because he spent three hours a week at his desk where a child in school would have spent perhaps thirty hours. The first disadvantage was overcome by sending him to Sunday school, where he felt himself a part of the group—the second I am afraid will never be eradicated, though we insist upon daily penmanship practice even though the alluring typewriter be close by.

As Joseph's school hours were shorter than the average boy's it meant for him much time for reading and his store of information is consequently very large. He reads all sorts of literature and I never know if that book I find lying under the bed will prove to be "The Outline of Science" or "Lefty Locke of the Training Camp," or a well-thumbed volume of O. Henry. He idolizes O. Henry, but I think Mark Twain holds first place in his heart. He will find histories and treatises absorbing and fascinating that to me are heavy reading, and yet he and his father will try to outwit each other in being first to read the latest instalment of a hair-raising detective story. He is happier so than were he the proverbial bookworm. Heaven forfend! The *Atlantic Monthly*, the *Literary Digest*, *St. Nicholas* and the *American Boy* are all in a grand, impartial jumble on his desk. This desultory education has not harmed him and he entered high school at twelve years of age with extra French to his credit. He went to school as any other boy except that he was permitted to go to his classes a few moments before the others.

And now for the sad denouement. Last spring he flunked his algebra! Does not that rather prove him a normal boy than otherwise? Considering that Joseph entered high school with an exceptionally high intelligence test rating, his failure to make the grade seems inexcusable. But sad to relate, he had been soldiering for the last two years. I foresaw this very state of affairs and did nothing to prevent it, partly because I know a jolt of this sort (*Turn to page* 48)

Denton Protection *Assures* Healthful Sleep

The children of two generations have slept in Dentons.

Mothers: when winter winds blow, you will have a wonderful feeling of security when you know your children are warm and cozy in Dentons.

Our special hygienic *Soft-Knit* fabric, spun and knit in our mills, affords the healthful protection every child needs while sleeping.

Denton fabric is spun and knit of *unbleached*, double-carded cotton with some soft, virgin wool, a material that always remains wonderfully soft, warm and comfortable.

Our loosely spun yarn, knit in an open stitch, affords healthful ventilation for the skin. Tiny fibers of soft wool carry off perspiration slowly without chilling the body. Denton fabric is truly hygienic. It holds *in body warmth* and keeps *out* cold.

Dentons are Economical Because They are Durable

Dentons withstand the wear and tear of hard use and many washings. Where wear is heaviest and strains greatest, Dentons are strongest.

A heavier fabric is knitted for the soles and upper portions of *our patented extra-heavy romper feet. Our patented extra-full drop seat* prevents binding when child sleeps with knees drawn up.

Flexible rubber buttons which do not break or cut threads during washing; strong, flat seams; double-thick collars; carefully sewn button holes; are other quality features which make Dentons durable—and economical.

All Dentons have our patented Extra-Full Drop Seat and patented Extra-Heavy Romper Feet.

Insist on genuine Dentons. Look for the tag on every garment showing the healthy, happy Denton child. Sold in 6,000 leading dry goods and department stores. If your dealer does not carry Dentons, write us.

Two-Piece Denton. Convenient for infants requiring frequent changing. Sizes 0, 1 and 2 only. Has turn-down cuffs. Extras of lower piece sold separately.

Regular Denton. Infants' sizes 0, 1 and 2 open down the back. Also have turn-down cuffs.

Denton Sleeping Bag for Babies. One size only — 26 inches long.

Regular Denton for Children. Sizes 3 to 14 open down the front and have drop seat.

Denton Sleeping Hoods: Two sizes for Adults. Three sizes for Children.

Dr. Denton Sleeping Garment Mills

Centreville, Michigan, U. S. A.

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

Restless CHILDREN

CHILDREN — even the best and healthiest of them—have their little fretful, uneasy spells, often for no apparent reason. But there's always Castoria to bring them quick comfort and correct the disturbances.

It's perfectly harmless—as the formula on the wrapper tells you. It's mild and bland as its taste tells you. Yet you can always depend on its quick, effective action.

The beauty of Castoria is—it is made especially for children of *all* ages! It may be given to tiny infants whenever there is need. In cases of colic or other little upset, it is invaluable. A coated tongue or suggestion of bad breath calls for just a few drops to ward off constipation.

And whenever the older, fast growing children don't eat well, don't rest well or seem upset and uncomfortable, a more liberal dose of this pure vegetable preparation is usually all that's needed.

Children always like the pleasant taste of Castoria. You'll like its prompt, gentle effectiveness. It's such a comfort to mothers and children alike!

Be sure to keep a bottle on hand always ready in your medicine cabinet; every druggist has it.

Fletcher's CASTORIA

Fighting a Handicap

(*Continued from page* 46)

might wake him up to the fact that nothing is accomplished without one's working for it, but primarily because I realized that a boy of fourteen or fifteen is restless and does not easily concentrate and that Joseph was suffering a real handicap now in not being able to exercise and work off energy as does the average adolescent boy. This is the first time that his lameness interfered with the normal course of his development. This winter, however, told the tale. In his last year he settled down so efficiently that he graduated in June without having to take examinations owing to a good final year's record. Joseph is now a student at Columbia University, New York. He will take up his own training and prove his ability to dispense with his pacemaker.

WE FEEL that we have won out and that victory is ours. Our goal has been reached, for today Joseph is an almost abnormally normal boy. We have gotten a real thrill from Joseph's last two summers' experience at camp. Last year he went to Maine with a group of young men in whom we have the utmost confidence. Before he left for camp we could think of no activity in which Joseph could not do his share except that he would be unable to portage on the long canoe trips. So we held a little conference with the director and his counselor to decide what office Joseph should perform in return for the portaging the boys must do for him. He would go to camp only on condition that he could return some service for what others must do for him. Finally it was agreed that he was to take along a typewriter and type the trip schedules, etc., and that he was to build and take with him a small portable radio. In order to do his bit Joseph had two extra cases when he left for camp last spring, his radio and his typewriter. He took a pre-camp trip from St. Louis to Maine, stopping to sight-see along the way and camping beside the roads at night. We received the most gratifying letters from directors and counselors telling us what a splendid camper Joseph is in every way. His own letters saying "Today I had the best pack," or "Today at inspection our tent looked best," means much to us. It is customary for the director to present a paddle as a reward of merit at this particular camp, and Joseph received the first paddle to be awarded last season.

I cannot resist quoting in part from the director's letter to us on Joseph's receiving the paddle, even though it may sound a bit like a "testimonial." It reads: "I write merely to tell you how glad I was to have the privilege of presenting Joseph with a paddle at Council fire on Sunday night. The honor comes to a boy when the Council decides he is a 'good camper,' having not only contributed to the building up of our camp morale, or quality of the spirit of the whole group, but continuing to do so in such a way that we are persuaded we can depend upon him as a fellow camper. The paddle itself is merely a symbol of our recognition, not only of actual service to our group, but of a spirit or attitude that finds accord with what is best in our atmosphere and our traditions. . . . It is a very real pleasure to have Joseph with us."

What to Expect of a School

(*Continued from page* 15)

processes out of which will eventually come *mind*. The intellectual element does not precede experience: it is the ultimate product, the integrative factor, and the final justification of our experiences.

And the illustration follows. I might use any one of a dozen phases of education with which to make these principles concrete. I might elaborate upon work and industry; or play and recreation; or civic experiences in the community and in school; or the moralities of the street and of the schoolroom; or the types of reading taught in schools and the types of reading actually enjoyed outside the school—and so on, indefinitely. But I choose my illustration from a somewhat more subtle aspect of the educational process, both because it is more important than these factors mentioned, and because it cuts across all of them. I refer to the field of mental hygiene.

A friend of mine, a noted psychiatrist, once said to me: "When you put your head inside a schoolroom door, the first thing that hits you—and it does hit you squarely between the eyes—is the sense of almost physical tension within the room. The teacher is keyed up, as if anything might happen, and the children respond, as if they were both fearful and ready to make some direful thing happen. I hold that nothing the children can *learn* out of books, or out of the talk of the teacher, can compensate to those children for the loss they suffer by living hours every day under those strains!"

The first proof that a school is a fit place for a child to spend its hours, and its years, is thus revealed: It must be a place of *health*: of physical health, of course; but of mental health, even more. The test of health is well-being, and that is always accompanied by joy and happiness. I have recently talked with an associate superintendent of schools who argued that, because men and women of today have to live in cities under conditions of endless neural strain, it is advisable for children to begin to learn how to endure such strains in school. But it turned out that he was merely rationalizing his sense of helplessness. He really preferred that children should be happy, and that education should be a joy rather than a punishment.

THE PROBLEM of health is a complex one. Deficiencies in the environment—in buildings, play spaces, toilet facilities and in many other directions—directly and indirectly react upon the behavior of children—and teachers. Individual deficiencies become magnified in critical or hostile environments. The *nervous system* is usually more sensitive than is the "mind"; hence, pupils are often hurt emotionally long before the teacher finds it out. Nervous children become neurotic. Teachers who suffer from excesses or deficiencies "take it out on" the children. The scared child is driven into phantasies and repressed wishings—and no one suspects the unhealth that runs riot in his veins. Education goes on *within the experience* of the child—and that means within the nervous system of the child—and whatever goes on within that experience is education, and nothing else is, whether it's in the course of study or not, and whether the teacher knows it or not. The child's entire experience is his education!

Schools cannot provide children with all

the ranges of experience that they need today—with everything that changes in our community life have taken away from them—such as work and play and community experience of the primitive sort. We should not blame the schools for these facts, nor demand that they do things that are obviously impossible.

BUT SCHOOLS can see to it that, within the areas of experience which they do provide, the children shall live lives that conduce to real education—lives of freedom, happy activities, creative expression. Parents may not only rightly expect these things, but intelligent parents can make decent demands, and help willing teachers carry out those demands, even though they cannot be at first one hundred per cent successful. Parents have the right to demand that schools shall try to be centers of health. That's the first evidence that they are centers of intelligence.

In the years to come schools will find themselves compelled increasingly to try to become centers of intelligence in ever wider directions. Intelligent parents want their children to get vital social experiences which will unfold the social world and bring social adjustments; and schools must learn what such phrases mean. Parents want their children to develop whatever imagination may be possible to them, and the school must learn what the word imagination means. Parents want their children to become organized and integrated beings, and, in order to make this achievement possible, schools will have to learn the meaning of the phrase integration of personality.

Schools must learn these days, as well as teach. They will teach better if they learn. Parents have a profound duty: decently and in order, to demand that the school which has the oversight of their children shall be a center of real living, wherein children shall find that education which, in connection with their out-of-school experiences, shall be to them an ever-increasing *life*.

She Sat A-fishing

She was just a little girl,
Stringy hair that would not curl,
But her eyes were strange to see,
Eerie eyes that haunted me.

Wonder who had left her there
Fishing out upon the pier?
String she had, but had no hook,
She scarcely gave the sea a look.

But she was fishing, that I knew—
She bobbed her line just as they do
Who do catch fish. And there was bait
Beside her on a broken plate.

Flat upon the pier she sat,
She had no shoes, she had no hat,
And down into the sea she stared,
Farther down than fishes dared.

Once she whispered to herself,
(I think she saw a water elf)
And once she crooned a roundelay,
Soft and lost and far away.

All day long she kept her trust,
There were fish, and if she must
She guessed that she could sit it out—
Perhaps she'd catch a rainbow trout.

She had no hook, but had a line,
Once I thought to give her mine,
But then I thought: It's not the fishes,
It's the lovely, lovely wishes.

—*Mabel Granberry.*

Don't be a dental policeman

—*just help your children build good oral habits*

IF you have to play the role of dental policeman in your home, that doesn't promise anything too good for your children's teeth. Youngsters must brush their teeth regularly and correctly . . . without being driven. They must get the habit—and like it.

Colgate's—many mothers tell us—proves a mighty tempting inducement to good oral habits. Its pleasant flavor and the fresh feeling it leaves behind it, make teeth-cleaning a happy incident rather than a dull necessity.

And, of course, mothers are glad to see their children use Colgate's because they know how effectively it *cleans.* Its sparkling, bubbling foam, with a surging washing action, gets into the tiny spaces where food collects—and trouble starts. Ordinary toothpastes, being more sluggish in action, do not have this important penetrating power.

Colgate's contains no drugs or medicaments to derange the bowels or upset digestion.

More dentists recommend it than any other toothpaste. Be guided by their advice. It is based on an intimate knowledge of this dentifrice which for twenty-six years has had the approval of the profession.

FREE—*First Aid for Mothers!*

"The Way to Happytown" is a delightful little child's book about the adventures of Bob and Betty on the way to Happytown. In it is a tooth-brushing chart which appeals to the child's play instinct . . . and offers a reward for brushing teeth regularly. It is approved by educators and helps you to teach your children the clean teeth habit. Mail the coupon and get this book—free—with a free trial tube of Colgate's.

Colgate, Dept. M-904, P. O. Box 375, Grand Central Post Office, New York City.
Gentlemen: Please send me "The Way to Happytown" and free trial supply of Ribbon Dental Cream for_____children.

Name_____ Address_____

City_____ State_____

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

And then he asked for MORE

ONE day Peter's mother said, "Try this new kind of milk to please me." Peter loved his mother but he hated milk. He just wouldn't drink it. But to please mother he tasted this new kind. Why! It was good. Awfully good. How about a little more?

Now Peter never has to be coaxed to drink milk. In fact, he goes and gets it from the ice box himself whenever he's hungry. But he fixes it just the way his mother did that first time. He pours out a big glass of milk, adds one-half teaspoonful of Burnett's Vanilla and a little sugar. He stirs it well and then his Vanillamilk is ready.

TRY Vanillamilk for your supper. We know that you will like it and will want it every day.

Send ten cents for "Why the Cows Cried." It's a story of the discovery of Vanillamilk.

JOSEPH BURNETT CO.
441 D Street
Boston, Mass.

Furnishing the Whole-Family House

(*Continued from page 31*)

room spacious and not to clutter it up with furniture which is not wanted in other rooms.

We have said that the playroom should be stimulating, and the colors used in the decorative scheme will supply this element. Gay primary colors are especially delightful in this room. Scarlet, clear yellow and deep, bright blue are used together, and green, or a touch of black, for accent, may be included in such a scheme. For example, the walls may be a clear, sunny yellow, hung with maps (of which there is a whole series of especial interest to children including a child's map of the ancient world, Lindbergh's flight, etc.) by way of decoration. The floor is covered with a linoleum divided into large squares with lines of black and interspersed with stars of red, green or yellow. The peasant chairs are painted yellow, blue, green and red. The wing chair is covered with a parchment-colored chintz of the Cape Cod patterns showing ships, whales, etc., and the leather chair is a small one in deep red. The built-in window-seat, cabinet and bookshelves should be of some New England hardwood so that they will stain evenly to match the tables and other wood pieces in the room. These should be of maple, pine, cherry or chestnut for durability. The large cabinet for toys on the opposite wall may be built by the carpenter who builds the window-seat and may be painted in green with panels on the doors in yellow, blue and red, to add more color to the room if it is large. If the room is small, however, this piece should be stained to match the wood of the furniture.

The group of windows above the window-seat in this playroom should be treated as one window, with a valance above, and draperies to the edge of the window-seat at either end of the group of windows. A red calico-chintz with a small, yellow, pin-wheel design in it, bound in yellow, might be used to drape this window group. The cover for the day-bed may be of a rough textured "string-weave" fabric in deep blue. Pillows of crash, waterproofed fabrics, or plain colored glazed chintzes should repeat the various colors used in the room, each pillow being in a different background color. A large pottery dog or rabbit will delight the children and makes an attractive door-stop. Cast-iron ones, painted, in the form of various animals are also available. The "junior" floor lamp in wrought-iron, pewter or brass should be used in this room, as it is designed to give light at the right height for children, and is excellent for studying. A little lap table, with short legs, which the small children can use on the floor (it may also be used in bed by the child who is convalescing from an illness) has accessories for painting, pasting and writing, and will be found to be a useful accessory in the playroom where several children share one play table.

WE HAVE STRESSED the importance of mural decorations in the child's room. Such designs as a blue paper with silver stars, a soap-bubble pattern in the pastel colors, under-sea designs with fish, seaweed, ship patterns, landscape effects and "story" papers with figures from Noah's ark, Mother Goose, Cinderella, etc., are appropriate choices. More specific information concerning new patterns in wallpapers will be contained in next month's article of this series. Washable wallpapers are by far the most practical choice for the child's room, but if an ordinary paper is used it should be given several coats of clear shellac to preserve it and make it possible to wipe it down with a damp cloth. It should be remembered in choosing a paper to be treated thus that this process deepens the coloring of the paper slightly, so that a white or light cream ground will become a light parchment color.

In the furnishing of a child's bedroom there are two distinct types of juvenile decoration which are in vogue at present. One indulges the imagination of the child along fanciful lines and the other indulges the child's desire to do all things as the grown-up world does them, and so reproduces in miniature an adult room of period type. Reproductions of French furniture, of Italian pieces and of colonial furniture are available in small-scale pieces. For the average home, and for endurance, the colonial furniture in maple, cherry, pine, or in painted pieces, is the most practical. Even the crib type of bed with rubber-tired wheels, for tiny children, comes in colonial four-poster style. Desks, secretaries, small chests, highboys, pier-cabinets, butterfly tables, chairs, benches, four-poster and spool beds, are among the pieces which are authentic copies of early American and Duncan Phyfe furniture. Martha Washington chairs and wing chairs in miniature, as well as small sofas, are also shown scaled for use in children's rooms.

FOR A CHILD'S COLONIAL ROOM, Numdah rugs in patchwork effect, hooked rugs with juvenile designs, or the rag rugs made by the blind, which also have juvenile designs woven into them, are appropriate. A two-tone frieze carpeting in a broken-glass pattern might also be used in a room of this type. If scatter rugs are used, the floor may well be covered with linoleum in a jasper or simulated wood effect. Some mothers prefer a wall-to-wall carpeting for a child's room. Screens are decorative and especially useful in a child's room which is shared, and these may be easily made at home by covering an old screen with wallpaper in a story-telling pattern such as the Cinderella paper. This should be gone over with two or three coats of clear shellac after the paper is on. The miniature grandfather's clock which stands about ten inches high is an attractive novelty for the child's desk in a room of this period. Floor lamps in pewter and those which have a maple milk-stool base, with an old-fashioned chimney effect over the light, are available in the new "junior" size, just the right height to stand beside the child's chair or the study table. Table lamps appropriate for use in an early American room are those which are of pewter or brass, and which have a little chimney of glass, like the old-fashioned oil-lamp, and a parchment paper shade decorated with a flower or a Godey print. Student lamps of brass, with an adjustable arm, have parchment paper shades with scenes from Dickens on them, and the little lamps which may be adjusted to a dim light are available in colors as well as in pewter and brass finishes.

Amusing furniture shown in one of the illustrations accompanying this article uses in its construction alphabet blocks for decoration as well as for educational purposes. Another set is "landscaped," the posts of the bed representing little trees, with a house on a hill painted on the foot-board between the tree-posts. Still another set has squirrels perched upon the bedposts, and another popular set has automobile headlights for bedposts, a traffic stop-and-go sign for a costumer, and the wardrobe is painted to resemble a garage.

With furniture of this type a landscape paper is most appropriate, or the bubble, or star pattern previously suggested. A washable paper is always practical. Fabrics which tell a story will appeal to the child.

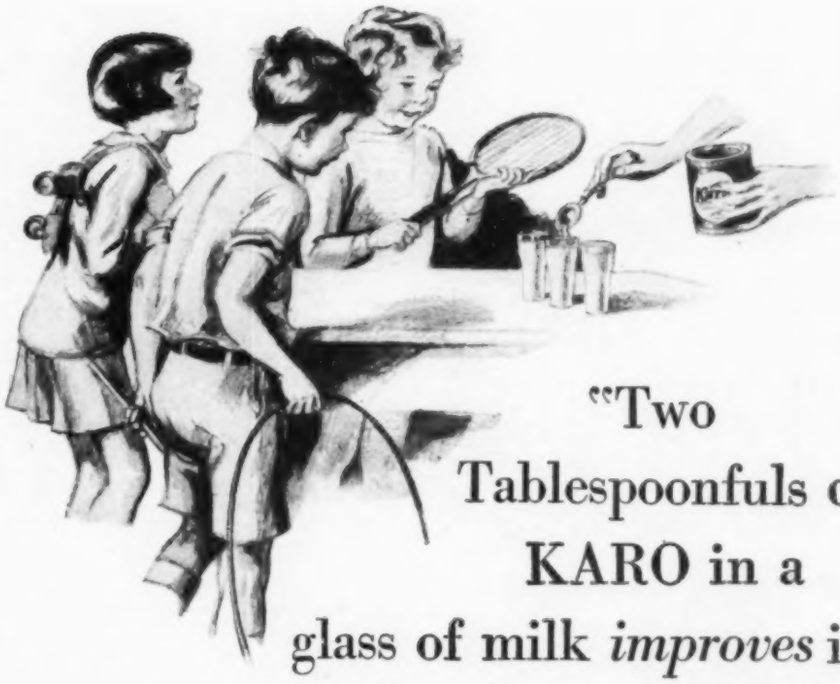
A linen with scenes from Uncle Tom's Cabin, a cretonne which tells the story of Red Riding Hood in color, or a chintz designed by Tony Sarg and depicting the history of toys will be interesting used in a room of this type. Children's Oriental rugs which have animal designs in them, the washable cotton rugs with circus scenes or flower patterns may be used as scatter rugs over linoleum. Room-sized rugs of fiber, with juvenile border designs, are inexpensive, or a two-tone carpeting in some unobtrusive pattern is an excellent floor covering.

ANIMAL LAMPS, lacquered in color, with paper parchment shades featuring nursery rhymes, or animals, delight the child. A polar bear base in pink or blue has a shade with Old King Cole on it. A green elephant holds aloft with his trunk a shade patterned with the Old Woman Who Lived in a Shoe. A rose-colored pussy has Miss Muffet on her lamp-shade, and so on. Animal or figure book-ends for the desk or table of the child's room are accessories which he will appreciate. China clowns in the primary colors sit with their backs against the books. Book-ends in the form of pelicans, bears, dogs, elephants, or rearing horses are of heavy metal and are not easily knocked off the table or desk.

Pillows for the child's room are available for all types of room. Cotton ratine pillows with appliquéd felt fruit, or polo figures, are suitable for the boy's room. Kate Greenaway children at play are appliquéd in medallion form on plain-colored chintz pillows and are especially appropriate for the room of the small girl. Pillows of waterproofed fabrics with appliqués in vivid colors are practical for the playroom, and a gingham pillow with an appliquéd duck, which quacks when pushed, will delight the small child. An ensemble in gingham for the juvenile room consists of a play pad or rug, a hassock, a hat box, and a small lamp. The green checked gingham is decorated with appliquéd yellow chicks.

In decorating the child's bedroom, the adjacent closet should not be overlooked. A great variety of inexpensive cabinets covered with oilcloth and other waterproof fabrics in designs of interest to children are available to keep the child's clothes and toys neatly in their places. These cabinets can be purchased with open spaces and drawers and large compartments, in almost any arrangement of space required. A closet can be kept in apple-pie order with two or three of these cabinets. Small-sized coat hangers, hat-stands, shoe-trees, etc., are also available in gay colors and patterns for the juvenile closet, and colored hooks may be put up to tempt the child to hang his things when he has finished with them. These hooks should be carefully placed at a height which the child can reach so that he may learn to keep his own room in order.

ONLY IN THE NURSERY of the infant is it advisable to use delicate colorings in decorating. Peach-colored furniture with a line trim of French blue is a smart color scheme for the nursery. With this a deep blue carpet, peach-colored wallpaper starred with blue, and blue organdy ruffled curtains over peach-colored glass curtains of voile will complete this dainty scheme. Attractive sets of furniture for the infant's room come in ivory, green, or other pastel shades with daintily contrasting panels or trim. Buff-colored enamel sets with little red chanticleers painted on bedstead, wardrobe doors, and chairs, are also attractive. The bed is adjustable and may be used until the child is ten or twelve years old. With this furniture, a fawn-colored carpet, cream-colored, dotted net, criss-cross curtains and cream-colored walls might be set off with red woodwork and red wooden animals in lamp bases.



"Two Tablespoonfuls of KARO in a glass of milk *improves* its flavor and *doubles* its energy value!"

SAYS ONE OF AMERICA'S GREATEST CHILDREN'S DOCTORS

THIS doctor knows children and he knows Karo. His advice to mothers is invaluable.

"Serve plenty of Karo to the kiddies, especially underweight children, in milk, on cereals, on sliced bread. Watch their weight increase!" Children, of course, like Karo. It's deliciously sweet and full of flavor—and it satisfies their "sweet tooth."

Why is Karo so good for children? There are 120 calories per ounce in Karo. This means that Karo is a great energy-giving food—containing nearly twice the energy value of eggs and lean beef, weight for weight.

And for economy—compare the price of Karo per pound, with that of other staple foods.

Free to Mothers!

"The Food of the Infant and the Growing Child" is a practical, helpful booklet written by one of America's leading baby specialists. Mail the coupon below for your copy.

CORN PRODUCTS REFINING CO.
Dept. P-9, 17 Battery Place, N. Y. City

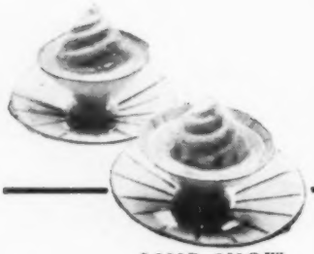
Please send me my copy of "The Food of the Infant and the Growing Child."

*Name*_____

*Address*_____

*Town*_____ *State*_____

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.



LIME SNOW

1 package Royal Gelatin Dessert (lime flavor)

1 cup boiling water

1 cup cold water ½ teaspoon salt

Dissolve Royal *Quick Setting* Gelatin Dessert in boiling water. Add cold water and salt, and chill. When almost set, beat with egg beater until stiff enough to hold its shape. Pile in sherbet glasses or small moulds and chill until firm. Serve with Custard Sauce. Serves eight.

Two stiffly beaten egg whites may be added after whipping the mixture if a more spongy consistency is desired. Serves twelve.

Good to EAT... *and good for* YOU!

SNOW PUDDING is an old favorite with both children and grown-ups. Here is an exciting new version of it —*Lime Snow*—made with the new Royal Lime Gelatin Dessert—the *quick setting* kind, of course. Eat all you want... it's as good for you as it looks and tastes.

Desserts for children should always be simple and easy to digest. Royal Gelatin Desserts—the *quick setting* kind—are especially recommended, because of their purity, and because you can make them in *half* the time it takes ordinarily.

•

INSIST ON Royal *Quick Setting* Gelatin Dessert. Six delicious real fruit flavors — Raspberry, Strawberry, Cherry, Orange, Lemon and a brand new flavor —LIME!

FREE: *New* booklet "Menus and Recipes for Royal *Quick Setting* Gelatin Dessert"—the latest news about gelatin dishes. Send the coupon!

ROYAL GELATIN DESSERT
Product of Standard Brands Incorporated
Dept. G-186, 695 Washington St., New York City

Please send my copy of "Menus and Recipes for Royal *Quick Setting* Gelatin Dessert."

Name_____

Address_____

City_____ State_____

Refrigerators

(*Continued from page 33*)

order to chill the food most effectively.

Women no longer grovel before stoves, sinks, or refrigerators, but do their work erect. And nearly all refrigerators have sanitary bases these days, giving easier cleaning and easier access to the box. The mechanical machines often stand ideally high over the encased motor.

We had hardly become accustomed to the possibility of having electricity for an iceman when along came the gas and oil machines. They operate by means of an ammonia-water liquid and call for a drip-flow of water. The heat of the little flame releases the ammonia, which is liquefied again in a condenser, and evaporated in the freezing-unit, thus absorbing the heat from the food. This cycle is repeated over and over within a sealed refrigerating system which is said to be good for a century or so! There is no moving machinery at all, and so they are practically noiseless.

Obviously, the convenience of having an automatic iceman, who always delivers just the amount of refrigeration needed, regardless of weather or the amount of food in the refrigerator, or your presence or absence, is something not to be questioned.

MANY MINOR IMPROVEMENTS and luxurious bits of equipment have been added to these mechanical refrigerators, just as to motor cars, and they mean much to the housekeeper in the day's routine, and in meeting emergencies.

One of the pioneer electric refrigerators has added a clock, by which you may adjust and lower the temperature quickly for a certain period if there is an emergency to meet, ice cubes to freeze quickly, or desserts to freeze. This machine has also added a large, enameled, tightly covered drawer, that hangs from the wire shelving, pulls in and out, and holds lettuce, celery, and all salad material, which so easily wilts or dries out, in perfect condition for days. It is deep enough to utilize all the overhead space, and that relieves the traffic-jam on the shelves, and improves looks and conditions by doing away with wrappings of paper or cloth.

An ultra de luxe electric model has been developed at about one hundred dollars increased cost, which has three compartments, one with a special freezing drawer beneath the ice cubes to hold the new frozen foods coming on the market, especially fish, berries, and small fruits; or to take a deep mold of frozen dessert, or hold an extra supply of cubes for a party.

Beneath this is a special milk compartment at only thirty-five degrees, with two of the covered enamel drawers, this whole side having an outer and two inner doors, so that they need be opened only when those special foods are wanted. The other side of the refrigerator is for general use, but even here the top shelf claims a forty-five degree temperature.

An outstanding ice refregerator of fine construction has added an indicator that shows when it needs re-icing; a sanitary base, and a step-on device for opening the doors with the foot, when you approach it with both hands full.

For the ice refrigerators also there are glass salad jars to be had, nine inches high by seven inches, with wide mouth and glass cover. There are also especially designed enamel dishes, in color, varying in price from $1.85 to $3.70. These may be had in four sizes, four or five inches deep, and from seven and one-half to sixteen and one-half inches long, and nine to twelve inches wide.

These luxurious refrigerators are not cheap in the beginning, but their maintenance and operation costs are low.

And what do we owe these accomplished refrigerators, one and all, in the way of cooperation, to enable them to do their best work?

First, place them where they will be least exposed to heat. You may point to the gas-refrigerator, insouciantly perching next the stove or cuddling underneath it in a kitchenette, but these have an extra inch of insulation to account for their indifference.

In the case of an ice refrigerator, keep it always at least half full of ice. And do not wrap up the ice to save it; it cannot chill the refrigerator under those conditions; it must melt in order to cool the food.

Don't overcrowd the box, either. Easier said than done, especially over a week-end; but the fact remains that food, bottles, and boxes solidly packed or placed against the sides, prevent the air from circulating among the foods freely; and only so does it cool them. As to cleanliness, drain-pipes should be flushed with strong soda solution every week; the walls and shelves washed thoroughly with a cloth wrung out of a cold solution of soda water (a tablespoon to a gallon). Hot baths are not necessary and only mean more trouble and delay in raising the temperatures again.

All foods should be clean and in clean containers before they gain admission to the refrigerator, and all spots and moisture should be immediately removed. Moisture, "spillage" and warmth spell bacteria, molds, and odors. Be swift in going in and out of the refrigerator, and close doors carefully; the refrigerator has to overwork to make up for doors long opened. Cool hot foods to room temperature before putting them into it. These points are important in dealing with any refrigerator, since they promote its efficiency.

Also, to get the best results, place foods carefully in regard to how much cold they need, and their odors. The milk goes in the coldest spot, which in the usual side-icer, is directly under the ice on the bottom shelf. With the milk, as far as possible, go the meat-broths, custards, cream sauces; butter, too, to keep it sweet and prevent its attracting odors, which it absorbs easily. But milk and cream get the best seats in the house always, no matter what else is present, and should always be covered, of course. Drinking water and other bottled drinks, if cooled in the refrigerator in closed quart containers, have the delicious freshness of spring water, and beverages are undiluted, as when ice is used in them. It saves chipping ice, or using up ice-cubes, also; so they have a place in the coldest spot if there is room, or right next door to it.

MEATS AND FISH need to be taken at once out of their wrappings, and put on a covered plate or other container. Fish, especially, must be closely covered because of its odor; the bottom shelf, in the next to the coldest place for these. Leftovers should be in covered jars and placed according to what's in them. Enameled dishes, quart preserving jars, the "empties" of mayonnaise and other broadmouthed containers, with screw-tops should be saved for refrigerator storage.

Above the meats come small fruits and berries, which are not washed because the moisture increases the tendency to mold. They should be turned from the box, picked over, and placed in a sieve, or in the wooden boxes if clean. They need air, whereas most foods need to be covered, especially in the electrical refrigerators, which are very dry. Here, too, go the eggs, and fruits and vegetables without too much odor. The top shelf gets the hardy vegetables and fruits,

preserves, or ketchups that you want to chill rather than preserve.

Lettuce and salad materials of all sorts are the biggest problem, and it has been well solved by the new covered enameled trays, which are deep enough to take all the overhead space that usually goes to waste. These hang from the wire-mesh shelves in some new electrical refrigerators, and hold all salad materials, carrying a little moisture on them. Small carrots, to be eaten raw, tomatoes, peppers and other green vegetables also profit by this treatment. Any well-shaped, covered glass, enamel, or aluminum container answers, but be sure to have it of a size that makes use of all the overhead space. The middle shelf will do for these, but they may be shifted as conditions demand.

With an overhead icer the principles remain the same, but the conditions are slightly different. The coldest place is in the center of the top shelf, directly under the ice. There go the dairy products; on the second shelf the meats, eggs, and cooked dishes; and on the bottom shelf (here the warmest place) the hardier fruits, vegetables, and bottled goods.

For the gas refrigerator there is a total charge for operation of about two dollars a month, including the water-meter, if any. Electric machines vary from $2.75 to $3.50, with seven-cent current; the oil costs about a dollar a month for operation.

Take Himself by the hand some week-end and sell him on the health, economy, and pleasure that a good refrigerator means, and buy one as thoughtfully as you would an automobile. Men "love" both machinery and food, and a husband has been known to appropriate $350 for an up-to-date refrigerator when fifteen dollars for a new hat would seem exorbitant to him. Personally, we think he is right!

Mine and Thine!

THE SMALL BOY was being shoved, shunted and crushed in a jungle of big moving bodies, but that's the way it always was when one went shopping with mother. All of his tiny self was in a state of uncertainty, revolving about an indefinite base, whirled and hurled about by obstacles—all except the left hand, which was upraised and held fast in the mighty grip of law and of love. Under the circumstances there wasn't a thing a three-year-old could possibly be interested in, and so his mind was a total void. But lo and behold! Out of densest chaos there appeared, on a level with his eyes, like magic, an array of all the goodies in the world! Yum-yum cookies with chocolate on top, Mmmm sweets with pink frosting, fig Newtons, gingersnaps, and just everything! The wide baby eyes grew round and big, the mouth watered, and the fingers just naturally closed about a big yellow sugar bunny! Was it good!

One taste anyway. Then the world turned upside down. It let go its moorings, the long arm of law and of love, and descended with a mighty spank. Spank! Spank! The yells came fast and loud, the tears ran in streams and the cooky dropped to the dusty floor. Ouch, how it hurt! Spank! Spank! And in the end one had to give in, one had to give way, and stammer, between blubbers, "I won't do it any more!" That made the spanking stop.

Out of the store he bumped his way, the small boy who must learn the way of the world, out of the jungle of big moving bodies, whirled and hurled about an uncertain base, with one empty fist to his eyes and the other gripped fast in the mighty hand of law and of love.—*Birgitta Blom.*

Be careful about the dentifrice your child uses

THE dentifrice you select for your child should *not* contain strong antiseptics. These might irritate his delicate gums.

It should *not* contain astringents. For these might injure the tender tissues of your child's mouth.

Certainly, it should *not* contain any grit. For this might damage his teeth.

Squibb's Dental Cream is a *safe* dentifrice for children. It contains *no* astringents, *no* antiseptics, *no* grit.

It is made with more than 50% Squibb's Milk of Magnesia, long and widely used by dentists in the care of the mouth and the teeth.

Squibb's cleans thoroughly and safely. You will like its effective results. Give it to your child and begin using it yourself. E. R. Squibb & Sons, New York. *Manufacturing Chemists to the Medical Profession since* 1858.

Copyright 1930 by E. R. Squibb & Sons

SQUIBB'S DENTAL CREAM

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

MOTHER
protect your baby
from loose pins and buttons

Vanta*
Baby Garments
No Pins No Buttons

HOW he laughs and chuckles his delight! Happy Baby, safe from hurts which so often come from pricking pins and buttons that turn edgewise! His Vanta* Baby Garments fasten so snugly and comfortably with dainty bows of twistless tape, dressing the precious little body without turning or twisting. Adjustable, as Baby grows, never too tight nor too loose.

MOTHER-LOVE, seeking always the softest, downiest garments, finds Vanta* always is ideal, being recommended by doctors and nurses everywhere. Every prescribed weight of knitted fabric, of silk, wool, linen mesh, sase, rayon, cotton, each garment being of highest Vanta* Quality, guaranteed non-shrinkable, affording perfect protection at all times.

Originators—Specialists

Almost every improvement in baby dressing has been originated by Vanta* Specialists who make only finest Garments and Hosiery for Babies from birth to six years.

Ask your store for the original Vanta* Garments. If you cannot get them write EARNSHAW KNITTING CO., Dept. 366 Newton, Mass. In Canada, write to J. R. Moodie Co., Ltd., Hamilton, Ont.

*Vanta—Trade Mark Reg. U. S. Pat. Off.

FREE TO YOU

Vanta Pattern, also "Baby's Outfit," a book of 64 pages on care and dressing of babies.

Earnshaw Sales Co., Inc.,
Dept. 366, Newton, Mass.

Without charge now or later send pattern and full instructions for making the new Vanta* square-fold, pinless diaper. Also Baby's Outfit book and illustrated catalog all in plain envelope.

Name.....

Address.....

City.....State.....

POINTERS for PARENTS

Practical Suggestions Submitted by Readers

When the neighbors' children are visiting and express a wish to leave at a certain hour, you will co-operate with their mother and save yourself the annoyance of being asked several times, "What time is it, please?" if you will set the alarm clock for the said hour of departure.—*Mrs. H. C., Borger, Texas.*

Setting the Table

To teach little daughter how to set the table properly, cut a picture from a catalog or magazine showing how it is done. Paste this on the cupboard door where she can see it while setting the table.—*J. L., Victoria, B. C., Canada.*

Let's Go to Bed!

My three-year-old son disliked very much to be interrupted in his play when bedtime came. I met the situation in this manner: His favorite rhyme and picture book, which was kept in a drawer except when an older person could read to him from it, was now read exclusively at bedtime. The idea worked so well that very often the suggestion, "Let's go to bed," is made by him.—*Mrs. W. R. R., Kenosha, Wis.*

Acceptable Medicine

A mother whose little girl rebelled against taking the doctor's "ugly medicine" hit upon the idea of dressing the medicine bottle up to represent a nurse. A few scraps of colored cloth, fitted about the bottle, formed the dress. Another scrap of white material made an apron. A suitable white cap was perched on top of the cork. The sick child's imagination easily furnished the missing details and the medicine bottle was no longer a source of violent protest.—*A. C. H., York, Pa.*

Their Own Book Plates

Individual book plates help in teaching a child to care for his own books and to respect the rights of other book owners. Snapshots of his pets, of his playhouse or of the baby of the family make plates he will value. A dozen copies of some attractive little kodak picture would not be expensive, and would make a pleasing birthday gift. The child will enjoy pasting in the "plates" himself, and if he can write well enough, should be encouraged to inscribe his name and some short, appropriate sentiment in every book he owns.—*Mrs. A. C., Hollywood, California.*

Tray Suppers

I found that individual tray serving, which was a diversion and only resorted to occasionally, delighted the children and made them ready to eat everything. My little daughters used to take their supper trays downstairs each day and eat with their great-aunt on the front porch. This lasted through several summers and into the fall. Occasionally during the winter months they would take their trays down into her dining-room and have a supper party. Sometimes the mothers of playmates saw the advantages of such diversion and would prepare trays for them to bring over. Sometimes my children would carry their trays to their playmate's house, and she would be hostess. I doubt if these tray suppers will ever be forgotten.—*M. L. H., Dorchester, Mass.*

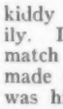
A Button to Bite

My baby was trying everything within reach in an attempt to find just the ideal "biter" for her sore, hot gums. I found that a large pearl button an inch and a half to two inches in diameter with a piece of crocheting cotton run through it by which it might be firmly secured, was her greatest comfort. It was cool, flat, so she could bite down on it hard, but smooth and curved, sanitary and easily grasped and held.—*Mrs. L. O., Pennsylvania.*

Quick Cleanliness

When preparing for a long trip, either in the family car or by train, I always prepare a screw-top salad dressing jar containing several small squares of dampened cloth. When children's hands and faces become soiled or before eating, it is a simple matter to clean up with these and then discard them. Children feel better and look better at the end of a journey than as though we depend upon finding available water and towels en route. —*Mrs. C. G. B., Queens Village, N. Y.*

A Toy Garage



Large outdoor toys must have a storage place—a difficult problem when there is no extra cellar or garage space. Father worked out a scheme for a "toy garage" for the bicycles, kiddy cars, and express wagons of our family. It was an old piano box painted to match the woodwork of the city house and made waterproof with tar paper. One side was hinged for a door and the toys were securely locked in at night. It took up very little space in the tiny backyard, but the wear and tear it saved upon the house was enormous.—*Mrs. A. K. C., Philadelphia, Pa.*

Happy Shampoos

Always one and sometimes two of my three little girls cried when I washed their hair. I've found an easy and quick way now, without any tears. I let each one dampen her own hair with warm water. Then I sprinkle on the shampoo and three little pairs of hands get busy. Their heads are just as clean when they get tired of shampooing as if I had done it. Then I send them all out to race

DOLLARS FOR IDEAS

If you have practical suggestions that would be helpful to others, tell them to us briefly. For every idea accepted one dollar will be paid on publication. Unaccepted contributions to this department will not be returned. Address, Pointers for Parents, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y.

around the house to see whose hair dries the quickest. The first one dry gets the good hair tonic first.—*Mrs. C. L. G., Goshen, Ind.*

New Life for Old Sweaters

Charming little jersey suits can be made for small boys from old sweaters or discarded knit dresses. Use one of the patterns having the slip-over blouse and separate trousers. Lay pattern on material and baste securely. Now sew around edge of pattern with sewing machine to prevent runs. Remove pattern, cut out and finish the same as ordinary material.—*Mrs. L. E. C., Los Angeles, Calif.*

Three Boys and a Bathtub

Our three lively wigglers—nine, six and five years—would invariably leave the tub for Mother to clean after their baths. We bought three pressed rubber sponges with funny faces on them—one for each child—and five minutes before jumping out, "Mr. Pieface," as the sponges are named, would get the cleaning powder and clean up the race track all around the tub while the water was running out. As a reward for extra good rubbing, there would be one last slide, a quick spray and the tub would be left shiny. Everyone has fun and the tub is not forgotten, for the sponges are always there, ready for use.—*Mrs. L. S., La Mesa, Calif.*

Helping Him to Help Himself

When my son started to school last fall he did not prove to be the "star" his fond mother expected. I have been trying to help him, and have found one way that is quite successful. On my son's seventh birthday I gave him a small diary in which he is very much interested. Each day he writes in it. The use of the diary teaches him to think and helps him in both his writing and spelling.—*Mrs. H. B. F., Chatham, Ill.*

An Easy Way with Bottles

Boiling the bottles for baby's milk is a daily task. Mothers who do not have a regular pan and rack designed especially for boiling bottles perhaps can use the following equipment which I have found to be a very economical substitute. A medium-sized tea-kettle will hold six small-mouthed Pyrex bottles, a small funnel, nipples and corks if properly arranged. Fill the tea-kettle with water. After the bottles have been washed and rinsed fill them with water and place them in the tea-kettle with the mouths of the bottles toward the spout of the kettle. This is the feature of using a tea-kettle, for when the bottles have boiled, simply pour the water off through the spout. Since the mouths of the bottles are toward the spout, the water will run out of the bottles. Thus one can reach in and remove the empty bottles without burning the fingers.—*Mrs. W. H. R., Point Pleasant, W. Va.*

Surprise Bags

For each of my children I made a cretonne bag and filled it with miscellaneous novelties. I call them my rainy-day bags and, as the name implies, they are not given unless it is raining. In the bags for my daughter I have put a short-story book, a puzzle, a doll, material for doll's dresses, a game, etc. For my boy, the bags are essentially the same, but are masculine in quality. The contents are varied after each rainy spell so there is always a surprise to look forward to.—*Mrs. H. M. W., Cleveland Heights, Ohio.*

What a pie!

CLOSE your eyes while we tell about it. Generous slices of tender, mellow bananas merged into a custard that fairly melts in your mouth. Then the whole of it topped with a fluff of whipped cream! Doesn't it *sound* tempting? It *is* tempting! What a Pie!

Isn't it good news, too, that such a luscious dessert is actually to be recommended for its food value? The bananas alone provide three of those precious vitamins we have come to demand in our diet. And a liberal quota of those minerals so vital to health.

Banana Cream pie is an easy dessert to put together, and certain of a rousing welcome. And the left-overs make such grand tarts for the children!

Now, how about our free recipe and menu booklet? Every page is alive with new suggestions. Send no money—just the coupon.

HERE'S THE RECIPE!—Mix ¾ c. sugar, ⅓ c. flour, ½ tsp. salt. Add 2 eggs. Pour on gradually 2 c. scalded milk. Cook 15 min., stirring until thickened. Cool. Add 1 tsp. vanilla. Put in cooked pie shell, add 3 sliced bananas and cover with ½ c. whipped cream . . . Either pie or tarts may be made by simply folding bananas into whipped cream and pouring into pastry shells.

P.M. 9-30

BANANA GROWERS ASSOCIATION
17 Battery Place, New York City

Please send me "Bananas in the Modern Manner"

Name.....

Address.....

City.....State.....

BANANA
GROWERS ASSOCIATION

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

E-Z UNDERWEAR "FOR ANY CHILD OF ANY AGE"

Are You *buying* STYLE *plus* QUALITY IN CHILDREN'S UNDERWEAR?

E-Z UNDERWEAR *combines both!*

The photographs show two of the newest and most popular styles of E-Z Underwear for "Any Child of Any Age." They give the utmost in style, wear, comfort and protection. French style, trunk length — with "short legs" which do not show below outer clothing.

Made in elastic, *knit* fabrics which absorb perspiration and keep the body warm. Correctly cut sizes insure comfort — each garment strengthened where it is most needed.

Other E-Z Underwear styles include knee and ankle lengths —high and low necks—long and short sleeves, all of various knit fabrics to meet every weather condition.

Most E-Z fall styles retail from 85c. to $1.00 at stores all over the United States. For "Any Child of Any Age." Write us if your dealer cannot supply it.

E-Z Mills Inc. 57 WORTH ST. N.Y.C.

Living with a Baby

(*Continued from page 29*)

another person, got far enough away from my difficulties to see them in their proper proportion, I realized that I'd been trying to make an old solution fit a new problem. I was facing a new problem demanding a new solution. And the solution seemed to point to help. Better have capable help with the rougher work that was proving a too-great tax on my energies than pay the doctor, any day.

So for a reasonable sum I got my home thoroughly "gone through" once a week—and I save the amount thus expended by eliminating desserts from all dinner menus except on Wednesdays and Sundays; by making my trips to market a brisk constitutional instead of a luxurious, gas-consuming ride in the family car; by cutting down all toll calls on the telephone to those strictly required by business matters. Shaving such corners as these and a few others like them, made it entirely possible for me to afford help one day a week, and lifted the bugaboo of heavy cleaning right off my mind and shoulders.

HAVING CLEARED THE DECKS to that extent, I proceeded to systematize the hundred and one duties that still fell to my hand.

My baby's first morning bottle came at six o'clock. I had been in the habit of going back to bed after it, and sleeping until seven or a quarter after, when it was necessary to rise again to get my husband's breakfast. I'd been thinking of that extra hour of sleep as very precious and essential, not realizing until now that its dividends in actual repose were almost zero; for subconsciously I was all the time waiting—and dreading—the second alarm.

I decided I'd been wasting one of the very best hours of the day, during which, I figured—and my calculations proved correct—I could prepare the baby's formula for the day, put his clothes to soak, and prepare breakfast in the leisurely fashion that would insure its fullest enjoyment.

Up until that time, I'd been busy practically every hour of the day. Not perhaps with actual work, but with the multitudinous routine details that consume so much time and energy and take such toll of the disposition and nerves. Now I decided to make it a rule never to work after one o'clock in the afternoon—and after the rule was made I'd figure out how it could be observed. This regulation didn't cover the preparation of dinner, of course. But I was determined to leave the hours between one and five free for the enjoyment of my baby, my friends, a new book or magazine; or a walk with which might be combined marketing or shopping.

Under the new time schedule which I had set for myself I could count on having the baby's daily supply of food prepared, his washing on the line, breakfast dishes done, dinner vegetables prepared, and the second floor, with the exception of the nursery, all set in order by nine o'clock. By that time the baby was usually awake and calling for attention. He was then changed and left to play for an hour before being bathed, dressed, fed and put out in his carriage every day by ten-thirty, ready for his morning nap in the air and sunshine.

I found I couldn't count on the baby's sleeping much after twelve-thirty. That meant I must aim at a twelve sharp half-hour luncheon period for myself. After straightening up the nursery and cleaning the bathroom, I had a good hour and a half. So I divided my routine work into blocks of about that duration. I figured, for instance, on setting the first floor to rights, running a mop over the floors and a duster over the

more conspicuous surfaces, in about half an hour. This, of course, was done daily.

Monday I dedicated to odd jobs, and I used the remaining hour after dusting and mopping to balance my household accounts of the week before; make up bank deposits; pay such bills as fell due.

Tuesdays and Fridays I ironed the accumulated baby things and such small personal and household pieces as I had not felt I could afford to send to the regular laundry.

Wednesday's hour I usually devoted to the before-hand preparation of an especially nice dinner, and usually I did a little baking.

Thursday I did anything that needed doing—hung curtains, changed pillow slips, cleaned closets or bureau drawers, aired blankets, darned stockings. Or if there was nothing urgent to be done, I just luxuriated—read, wrote letters, lazed; or worked joyfully at my favorite hobby of gardening.

Saturday I baked again, and made such advance preparations as I could for Sunday's dinner. Sunday I did as little as possible of anything. I slept as late as the baby would let me. I allowed his washing to accumulate. I got breakfast whenever it seemed convenient, and late in the afternoon, after baby was tucked away for the night, I prepared a light but attractive dinner, confining my menu to quickly cooked dishes that weren't too much of a tax on my free time.

On Monday I was ready again to begin the whole thing over, really anticipating the busy-ness of the week with the zest that comes with the sense of achievement. I could feel I was doing justice to both my husband and my son and to our joint home, and still I had plenty of leisure that I could truly call my own. Of course, a baby "ties you down"—but it depends on what you're tied down to whether or not it's a hardship. And having applied the same principles of common sense and efficiency to my job as wife and mother that I applied to my professional work before marriage, it has proved to be just as stimulating, just as fascinating, just as worthwhile as any "outside" job could possibly be. And it pays a much larger dividend in love and human happiness.

Expectant Parents

(*Continued from page* 11)

and his wife's normal social life should be interrupted. Diversion and social relaxation of various kinds will be beneficial for the expectant mother. But she should always avoid crowds and fatigue.

To sum up, then, any woman who is expecting a baby should register with a competent physician early; return to him regularly for visits; see her dentist; look to her diet; rest regularly; exercise sensibly; get fresh air and sun baths; bathe frequently; cultivate diversions; plan definitely for her own and the baby's aftercare and report all irregularities to her physician.

A woman who follows these common-sense rules of modern prenatal care and relies upon the regular advice of a competent doctor has the satisfaction of knowing that she is giving her baby the best possible start in life. Far from being a time of semi-invalidism, pregnancy is a perfectly natural state and many women report that they feel unusually well during the experience. As a well-known physician has said:

"Rarely does a more severe test come to the average woman than in childbirth. To pass through this experience with health unimpaired or perhaps even improved, with a healthy infant to compensate for the unavoidable trials and with one's outlook as a result greatly broadened is a blessing all have a right to expect who ordinarily enjoy a reasonable degree of health and are not overwhelmed with poverty."

Now, *everyday,* Billy has "company clean" hands

LIVELY little grimy-handed Billy! The only time he properly scrubbed his hands—wrists and all—was when his adored Aunt Sue came on a visit.

But what a wonderful surprise he has for her this time. A Lifebuoy clean hands chart with *two weeks' perfect record.* And the amazing statement that it is "lots of fun to keep clean".

* * *

Millions of little Billys—Jacks and Jills—are having the time of their lives playing the Lifebuoy clean hands game. And their mothers are rejoicing, too. For these youngsters no longer have to be scolded into washing regularly.

Important health lesson taught

Pictures on the Lifebuoy "wash-up" chart show how hands pick up germs from books, shoes, pets—objects everyone *has* to touch. And—"hands may spread germs of 27 diseases," says Life Extension Institute.

Thus children learn it protects their health to wash hands frequently with the germ-removing soap—Lifebuoy. For Lifebuoy's creamy, antiseptic lather removes germs as well as dirt. Keeps complexions satin-smooth, clear—radiant! Prevents embarrassing body odor. Its fresh, *extra-clean* scent—that vanishes as you rinse—tells you Lifebuoy is a *real health safeguard.*

Free to mothers

Mothers, fill out and mail coupon below for free "wash-up" chart and trial size cake of Lifebuoy for each of your children. Then see what gorgeous fun they'll get out of just plain *washing hands.*

LIFEBUOY

HEALTH SOAP

for face, hands, bath

free

LEVER BROTHERS CO., Dept. 279, Cambridge, Mass.

Please send me free, Lifebuoy trial cakes and "Wash-up" Charts for my . . . children.

Name .....

Address .....

City ..... *State* .....

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

Baby Oil . . .

then Talc . . .

to keep him cool and comfortable

SAVE him from the galling irritation and the painful red rashes that attack his skin, by following these simple directions: After bathing baby in the morning, gently pat him dry, and rub his entire body with Mennen Baby Oil. The oil is medicated and sterilized. It will keep baby's body soft and smooth, and prevent rubbing and chafing in the folds of the skin. It is pleasantly scented and will not soil diapers, clothing, or bedding. After any excess oil has been removed, dust Mennen Borated Talcum over his body to keep him cool, sweet, and comfortable. Be particular to massage the buttocks after every diaper change with Mennen Baby Oil, and then dust with Borated Talcum to protect the skin and prevent "ammonia diaper" condition.

BABY GIFT BOX

A delightfully modern Gift Box for mother and baby, containing the very things baby needs. Price $1.50 at druggists, department stores and gift shops.

THE MENNEN CO., Newark, N. J.

MENNEN

BABY OIL
BORATED TALCUM

BOOKS for PARENTS

The Child's Heredity, by Paul Popenoe. *Williams and Wilkins.* $2.00.

This is an excellent treatise in simple language of human inheritance. The author speaks of it as a "guide book for parents" and is in a good position to judge of its value, being himself one of the parents of three children. He is also well versed in human heredity, as a result of deep interest in it for many years.

The book is in every part well written, for the author has much literary skill. It is illustrated by some excellent diagrams and halftone figures on plates. References are given to the principal data so that one may make a further study of the subject. Finally, the book is well indexed. One can recommend it unreservedly to parents and their mature children.—*Reviewed by Dr. Charles Davenport.*

Marriage and Morals, by Bertrand Russell. *Horace Liveright.* $3.00.

If internal evidence counts for anything Bertrand Russell thoroughly enjoyed writing this book. In it he says just what he thinks about relations between the sexes, marriage, parenthood and related subjects, taking every now and then sly digs at sundry bits of orthodoxy with which he happens to disagree.

His thesis is that hitherto chastity in women has been maintained because of the need for establishing paternity, an essential element in the patriarchal family, and because of the Christian emphasis upon the sin of fornication, which has defined a moral standard for men as well as women. Today he sees conditions changing. He cites "the decay of religious orthodoxy and the diminishing intensity of belief" as one cause. Two other important factors are, first the use of contraceptives which will ultimately mean that "assurance of paternity will become possible without the insistence that women shall have no sexual intercourse outside marriage"; second, the increasing participation of the State in the maintenance and education of children.

Factually Mr. Russell's treatment of his subject is slender. He either overlooks or is ignorant of the material developed through social case work and psychiatry. The father to him is little more than a means of protection and maintenance. The emotional values of family life have almost no significance for him. He sees government institutionalizing the child when in North America, certainly, the whole sweep is away from the institution and toward the family.

Mr. Russell makes no reference to the parent education movement with its emphasis upon the part which both parents play in the emotional development of the child, or to the fact that family social workers in America regard the removal of industry and formal education from the home as a distinct asset, freeing the family for its true function as a source of affectional and cultural development. Mr. Russell apparently does not sense the importance of security in the emotional life of adult as well as of child—an element to the importance of which the experience of family welfare societies, child guidance clinics, and other forms of social work offer ample testimony.

While there is much that is true, much that is important in "Marriage and Morals," there is also much that is trivial and fallacious, largely because Mr. Russell has been clever rather than workmanlike. In view of the steady increase in scientific material upon the family it is a question whether this is a subject which any writer is justified in discussing solely upon the basis of his own unsubstantiated opinion and without reference to existing funded knowledge.—*Reviewed by Karl de Schweinitz.*

The Science of Living and **The Education of Children,** by Alfred Adler. Each $3.50. **Guiding the Child in the Principles of Living,** by Alfred Adler and associates. $3.00. *Greenberg.*

"The Science of Living" is a very simply expressed, practical account of why so many of us make such a botch of living, and how to remedy this. Briefly, the source of the difficulty lies in unsocial, mistaken points of view adopted by children before they are six years old. Deep-lying and semi-conscious or unconscious as these are, they *can* be changed, but to do this the child, and if possible the parent also, must be made to understand the cause of the mistaken point of view so that a social goal may be substituted for the unsocial one. As only too often the family environment cannot be reached or changed, the next hope lies in the schools where the aim, from a psychological point of view, is social adjustment.

"The Education of Children" states the Adlerian principles of individual psychology and indicates their resultful application to the problems of child rearing.

"A good book," says Dr. Adler of "Guiding the Child in the Principles of Individual Psychology," in all detachment and modesty, since only one of the twenty-one articles is written by himself. This makes the book more impressive, since it shows that the improvement in children's conduct is not brought about by the magic of one personality, but by any who have attained the point of view of individual psychology and practiced it. Each article is a practical contribution of how to do this, by men and women who have been bringing about these conduct changes for years in the Vienna clinics.—*Reviewed by Blanche C. Weill.*

Love in the Machine Age, by Floyd Dell. *Farrar & Rinehart.* $3.50.

Although some critics will find Floyd Dell's new book, "Love in the Machine Age," too optimistic for the modern temper, parents will welcome it for the sound suggestions as to managing a family in this mechanistic era which has revolutionized parenthood in purpose as well as practice. After considering the source of our difficulties in our inheritance from the past, the author concludes that it is possible to achieve within the family of today at least as much, if not more, genuine satisfaction than other generations have found.

In parent-child relations Mr. Dell suggests an objective emphasis. Through a

Any Book by Mail Postpaid

Our librarian will be glad to order and mail to you any book published in the United States. Checks or money orders to cover the regular retail price must accompany orders. The books will be mailed postpaid to any address in the United States or Canada. If the price of the book is unknown, send $3.00 and we will remit the change. If $3.00 is not sufficient, we will advise you. Address Librarian, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N.Y.

frank admission of the existence of personal problems and an earnest desire to solve them, the parent may really serve both his child and his family in their progress toward maturity. It follows that the author attaches a special significance to the need for training for parenthood.

The ideal of fulfilment in marriage becomes at once the cause and effect of a truly adult society. Perhaps the ultimate goal, described by Floyd Dell as "living happily ever after," is impossible to reach, but it is encouraging, in this age of pessimism, to find some one to point the path.—*Reviewed by Zilpha Carruthers Franklin.*

Character Education, A Program for the School and Home, by Charles E. Germane and Edith G. Germane. *Silver Burdett.* $2.80.

This book discusses the psychological principles underlying character training, and offers a curative and preventive program for parents and teachers to follow in developing stability of character, not only in their children, but also in themselves. The common faults of childhood, such as stubbornness, thoughtlessness, bad temper, untidiness, dawdling, pouting and the like are studied; their causes are uncovered; the direct responsibilities of adults are revealed; case studies are presented; adults are educated, and if converted, the path of childhood will be cleared of some of its traditional clutter of parental prejudices, superstitions and misguided conceptions of parental control.

Part I discusses the significant psychological laws, subject matter, and method that are pertinent to the school's responsibility. But most parents will doubtless confine their attention to Part II, which deals with the problems of the home. Here, objectives and techniques are offered which will enable the child to escape from the clutches of his own bad habits by releasing the parent from his all too deep-rooted points of view as to what constitutes a bad child and a good parent.—*Reviewed by Gladys C. Schwesinger.*

Can I Teach My Child Religion? by Dr. George Stewart. *Doubleday, Doran.* $1.50.

A little book, packed full of common sense. Free from cant, sentimentalism or that high evangelical tone which makes so many books on religion teaching unpalatable, the author discusses ways and means of developing in children the religious feeling, an upreaching towards something beyond himself, the aspiration to become "in tune with the Infinite" which he believes inherent in all of us.

Religion, like sex, he regards not as a thing apart from everyday life, but woven into its very fabric. In some aspects religion and sex have a very close connection, if not identification, he admits. Fully conversant with the tenets of modern child psychology, he applies them to the teaching of religion; *i.e.*, through the development of attitudes, habits, affections, esthetic appreciation and the imagination. In discussing some of the perplexities of childhood, such as fear, jealousy, punishments, etc., he gives most valuable suggestions for positive, helpful, creative ways of dealing with them and engendering that feeling of trust and confidence in his elders and his God which he regards as the very essence of religion.

"All the deep-seated perplexities of children have a definite spiritual significance, either preventing the growth of a religious consciousness or arresting its development. Any practice or situation which makes life hectic, uncertain, disorderly, or unfriendly is a direct inhibition to sound spiritual growth, and any influence which engenders calmness, dependability, order, and friendliness is contributing to the creation of that atmosphere of love and confidence in which alone religion can do its perfect work in re-enforcing and stabilizing life."—*Reviewed by Eva v. B. Hansl.*

(*Turn to next page*)

Angelo Patri says — "The Children must be Educated"*

Angelo Patri, New York educator. Italian by birth and American by adoption, he combines the Latin love of beauty with the fundamental soundness of American ideals. His work with children and writings about them have influenced teachers, parents, and children the country over.

THE children must be educated, and father and mother have to provide for that purpose. The public schools help out until adolescence is reached, and then comes the specialized training, without which it is becoming harder and harder for beginners to enter the earning stage. That costs money, and money, in the homes where there are children, is usually scarce. What is to be done about it?

"I would say start the education fund when the first child is born. The relatives usually make the child presents on christening days and birthdays and high occasions, and gift money ought to be used in some way that is to last. Why not in the education fund? In that way the money keeps growing, and by and by it will go toward the college course and so last forever.

"But the basis of the fund must come from the family savings fund and, lately, I have noticed various insurance companies advertising schemes for saving the education fund for the children.

"That seems a fine thing. Money put in such fund is going to be there for the child even if you should die. That means the child's education is secure, no matter what becomes of you. That seems to me a wonderful idea.

"If from the beginning a child knows that there is a fund and gradually learns its meaning he will do his share of the saving, and thereby start the most valuable phase of his education, economic thinking. That sort of child helps himself through the last years of his schooling and makes them doubly fruitful.

"Every year that a child spends in school adds proportionately to his earning capacity. The college-trained worker commands thousands of dollars more than the untrained one, and his earning and growing period lasts much longer. It is that longer and richer life you give the child when you establish his education fund.

"I feel like the salesman who says: Ladies and gentlemen, I heartily recommend this article. No household should be without it."

—ANGELO PATRI.

*(Copyright by Angelo Patri and reprinted by permission)

John Hancock Mutual Life Insurance Company of Boston, Massachusetts

Inquiry Bureau, John Hancock Mutual Life Insurance Co., Boston, Mass.— Please send me further information about Education Insurance.

Name.....

Address.....

P.M. .....

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

Do you know this
Sewing Secret?

BLACK and white threads are made in many sizes—each for a purpose. Fine threads for sheer fabrics—heavier threads for sturdy materials. This is the secret of perfect results in sewing—the thread you use should harmonize with the strength and texture of the fabric itself.

Use 50, 60 or 70 for firm materials—for cottons and general household sewing. But—be sure to use 80 to 100 for medium light-weight fabrics, and 100 to 120 for chiffon, georgette, lawn, for infants' clothes and dainty lingerie. J. & P. Coats and Clark's O. N. T. six cord black and white threads in the sizes you need are at notion counters everywhere.

CLARK'S O.N.T.
J.&P. COATS
The Two Great Names in Thread
AT NOTION COUNTERS EVERYWHERE

Books for Parents

(*Continued from page 59*)

Mental Hygiene and Social Work, by Porter Lee and Marion Kenworthy. *Commonwealth Fund, Division of Publications, Madison Ave. and 57th St., New York.* $1.50.

This book of barely 300 pages presents in an attractive, concise, sensible manner some reflections derived from five years of work on the maladjustments of childhood, which has been done by The Child Guidance Institute of New York City under The Commonwealth Fund.

Part I of this book deals with a discussion of such practical matters as parental problems centering in mother and father and broken homes, emotional problems involved in illness, making the weaning process constructive, preparation for school, the effect of parental attitudes toward education, punishments and their effect, etc. A few fundamental principles of constructive treatment are given and their application illustrated by pertinent case material. Part II has to do with principles involved in training for psychiatric social work.

In the training of children and adolescents we are surfeited with theories and hypotheses, but are comparatively poverty-stricken so far as constructive follow-up work on the way these theories and hypotheses turn out in concrete childhood. In the pages of Mental Hygiene and Social Work we have results of such follow-up work. Reading it one gets the impression that these stories of child life have been written not to prove an academic view but are the record of honest effort in mutual experimenting between child and teacher and parents and social worker. It is from such efforts in self-directed thinking that true growth and development come.—*Reviewed by Esther Loring Richards, Johns Hopkins University.*

Heredity and Parenthood, by Samuel C. Schmucker. *Macmillan.* $2.50.

An emeritus professor of the biological sciences of a Pennsylvania normal school writes on matters of primary importance to the human race. These matters of human reproduction have been too long regarded as mysteries. It is clear that some knowledge of them is essential to an understanding of whence we came and how human evolution may be directed. The first part of his book deals with heredity. The problem of heredity and environment is discussed with perhaps some condescension to popular ideas of the separateness of the two factors. In the second part, which deals with parenthood, the existence of sex in animals and plants is discussed in general and the rôle of male and female particles considered. The matters of matings and of child development from amphibia through reptiles, birds and mammals are considered.

The book is the product of a very successful teacher and platform lecturer. It is simply written and obviously designed to give young people instruction useful to them as potential parents.—*Reviewed by Dr. Charles Davenport.*

Children Are Like That, by C. Madeline Dixon. *John Day.* $2.50.

This book is for parents who have had but little technical training and who like to be entertained in their reading. Readers who have some insight into problems of children may be irritated with the style of the book because, although extremely well written, the subject matter is drawn out in order to accomplish a conversational tone. Another difficulty is the number of examples, some pages containing as many as three or four reports of children, all extremely brief, and the reader may become bored with so many Nancies and Roberts and Jimmies.

The author has an excellent attitude towards nursery school children and has apparently done constructive work. Although there is no evidence of experimental work, Miss Dixon evidences interest in research.

The book is attractively made up and the illustrations are interesting. The style and material make the book suitable for beginning normal school students who have just finished high school and for mothers who wish to do some light reading.—*Reviewed by Dr. Mandel Sherman.*

The Growing Boy, by Paul Hanly Furfey, Ph.D. *Macmillan.* $2.00.

Measured in terms of personality, a vast difference separates age six from age sixteen. And in order that parents and teacher may help to lessen the difficulties that disturb the growing boy they must be fully cognizant of the stages by which he bridges the gap from childhood to adulthood. This book, based on case studies, tells what personality traits and reactions to expect of each age.

Children at the Crossroads, by Agnes E. Benedict. *Commonwealth Fund, Division of Publications, Madison Ave. and 57th St., New York.* $1.50.

Nine significant stories of country children whose difficulties in school and home were overcome through the help of the visiting teacher; with an interpretative discussion of the conditions which caused each child's maladjustment. The book, which is based on carefully kept records in three of the thirty communities selected for the three-year demonstration of visiting teacher work financed by the Commonwealth Fund, emphasizes the importance of the social point of view in dealing with children.

The Pre-School Child, a study program, prepared by Grace E. Crum. *American Library Association, Chicago.* 20 cents.

Am I Getting an Education? Essays by George A. Coe, John Dewey, William Lyon Phelps, Paul Porter, Frank D. Slutz, J. Stitt Wilson and Sherwood Eddy. *Doubleday, Doran.* $1.00.

Story-Telling to Live-Wire Boys, by George Tasker Miller. *Dutton.* $2.50. A handbook for the story-teller.

Boyways, Leaves from a Camp Director's Diary, by A. E. Hamilton. *John Day.* $2.50. Mr. Hamilton's keen observations of boys in camp include many sidelights on the boy camper's parents.

The Personality of a House, by Emily Post. *Funk and Wagnalls.* $4.00.

The first, most important consideration in furnishing your house is to make it a place where you will enjoy living because it will meet your particular needs, and express your particular personality, says Mrs. Post, whom you may know as an authority on etiquette but who is also a successful interior decorator. How to do this with charm, economy if necessary, and originality is told in this delightfully written book.

The Home-Owners' Manual, by Dorothy and Julian Olney. *Century.* $2.50. Practical directions for the upkeep of house and grounds.

Buying an Honest House, by Milton Tucker. *Little, Brown.* $2.00. Ways to distinguish between good and bad construction in a fully completed house.

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

Water Babies of the South Seas

(*Continued from page 21*)

The children accordingly grow up with a sense that the physical world can be handled by human beings, handled unerringly, satisfactorily, triumphantly. And the parents who seem to take such risks with the child, to place it in situations which to us seem dangerous, are really never placing the child in a situation which the child cannot handle. They would be horrified by the method that some of us follow getting small boys accustomed to the water by ducking them against their will until their fear "wears off." Such doubtful methods are much too uncertain to be used by a society where every individual must be as sure of himself in the water as on land. When these children are grown they will become fishermen and overseas navigators, going on trading voyages to far-away islands. Although this is usually a man's job, I have seen great overseas canoes manned only by women set off for an island sixty miles away. Because the Manus cannot afford to make mistakes in training their children for their dangerous life, their methods should be of particular interest to us.

PERHAPS NEXT IN IMPORTANCE to the assurance the children are given by the efficient, ever watchful, patient adults, is the firmness with which their elders insist that a child should never go back from the highest point of efficiency which it has reached. The baby who takes its first step is applauded by a group of admiring adults who seem to have nothing more important to do than to shout their encouragement. But the baby who trips has no such attention paid to it. It is picked up, and gently but firmly told to keep on walking. The child looks about it, uncertain whether to laugh or cry. If it cries, the formerly admiring audience turns away in disgust; if it controls its trembling lower lip and takes another step it is met by cheers. An older child who needs less encouragement will be slapped if it falls down or bumps against an adult. Awkwardness, physical mishap, bad luck, become social disadvantages instead of means of catching the mother's or father's attention, as with us. In Manus one never sees the child who defers crying after an accident until a sympathetic parent appears on the scene. A child will glance about to see if it is "safe" to cry, never to see if it will be advantageous. The encouragement given to success is far greater than the censure given to failure, however, which meets oftenest with bored indifference. The child suffers no bad after-effects from being too severely disciplined for mistakes.

IN A WORLD where dangerous mechanical devices make the physical adjustment of children as important to us as it is to the Manus, it is interesting to consider the excellent results which the Manus have obtained by giving the child confidence in his parents and in the possibility of successful physical adjustment, by encouraging success and deprecating failure and never, never suggesting to a child that it is too small, too unskilled to do anything. If the child wishes to attempt something for which its skill is inadequate the parent will divert its attention, not say, as we do, "You're too small, your arms aren't long enough. You aren't strong enough." Nor do they ever commit our fault of betraying their adult fears for the child in his presence and thereby helping to build up in him an emotional resistance to learning those things on which his safety depends. The Manus expect their children to be capable little mariners at three and the children do not disappoint them.

Portrait of a Young Lady who has made a *Discovery*

SHE is just fourteen—and in second year high. She loves her tennis—and her double chocolates—and clothes. And she has made a discovery. Sewing—on a Singer Electric—is fun! For she has only to press the speed control and watch a swiftly flowing seam. Just a few hours of fun like this and she will have another frock that she can proudly wear because she made it all herself.

Let *your* daughter make this discovery, too. Let her sit down at a Singer Electric and feel the thrill of its eager response to her slightest wish. Help her to plan a frock of her very own and let her watch it flower to loveliness before her. Never again will she think of sewing as difficult or dull.

Not far from your home, wherever you live, is a Singer Sewing School. Here your daughter can learn in a few fascinating afternoons, the modern sewing methods that will make forever easy the creation of her own clothes. A competent personal instructor will show her just how to lay out a pattern, cut out her dress, fit it perfectly, stitch the seams and finish it smartly. This service is provided free with the new Singer Sewing Machines.

Any Singer Shop or Representative will send a Singer Electric to your home to try on your own sewing without the slightest obligation and will tell you how you may arrange for free instruction for yourself or your daughter at the nearest Singer Sewing School. You will find the address of the Singer Shop in your community in your telephone book.

SINGER ELECTRIC
Sewing Machines

Copyright U. S. A., 1930, by the Singer Manufacturing Co. All rights reserved for all countries.

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

LEAVES MORE TIME for FUN

STARTEX

CRASH TOWELING

Startex does a quick and thorough clean-up job in nursery and kitchen—makes labor less, leaves more time for enjoying children. And then, Startex is economical, a friendly brightly-bordered helper always ready to dig in wherever there's cleaning to be done.

Children like to use Startex for hands and face—it dries so swiftly. And for china and glass Startex is unexcelled—one wipe removes *all* the water and never leaves lint. Single stroke dries and polishes.

TRIAL OFFER

$1.00

We'd like you to have the experience of using Startex in your own nursery and kitchen. And for that reason we are offering you cuts showing border colors and four full-size towels for $1. The large towels are the regulation dimensions, but remember they do twice as much drying as ordinary fabric. The smaller pieces will be found ideal for children's play towels. In ordering please state border color preferred on the large towels. Startex is regularly sold by department and general stores. Our towel offer is made to assist stores to win new or better friends. So please fill in your dealer's name on the coupon. Accept this bargain dollar's worth; get started with Startex today.

Tucapau Mills, 44 Worth Street, New York City.
Gentlemen:
A dollar is enclosed. Send me four full-size Startex towels with_____borders.
Red, Blue, Green or Gold.
Also include one bundle of 12 Startex sample pieces showing color range.
My dealer's name is_____
My name is_____
Street_____
City or town_____State_____

BOOKS for Boys and Girls

By ALICE DALGLIESH
Teachers College, Columbia University

SEPTEMBER is the month for going back to school, and this brings up an interesting book problem. If the school your child attends is at all up to date the subject matter of its curriculum will have a great deal to do with topics in which children are vitally interested, and books to supplement these interests will be much in demand. If the school doesn't take these interests into account and merely teaches the three R's, the capitals of the states and what Washington did at Valley Forge, there is all the more reason for finding books that will enlarge your child's horizon. There are two types of books that supplement school work: books of the informational variety and those which are not primarily intended to be informational but which give the atmosphere of a period of history or a country as no textbook can give it. A book of the latter type is "Hitty," this year's winner of the Newbery medal awarded by the American Library Association. There is not a dull moment in this story of a hundred years in a doll's life; the author is simply telling a delightful story

Rachel Field at work on "Hitty," the book which has been awarded the Newbery medal for the most distinguished contribution to children's literature in 1929. "Hitty" is published by Macmillan, $2.50

and there is no heavy informational padding of the kind that appears in so many modern books. Yet children who read Hitty's adventures find out a great deal about life in old New England. They follow Hitty aboard a whaling vessel, to India; they come back with her to a Quaker family in old Philadelphia, visit old New York and return to New England.

Does the library of your children's school include books which give a feeling of the romance of travel by sea, land and air such as:

CLEARING WEATHER, by Cornelia Meigs. *Little, Brown.* $2.00.

SKYWARD, by Richard Byrd. *Putnams.* $2.50.

Does the library include a number of good stories which take boys and girls back into pioneer days without seeming at all didactic? Books of this type are:

MASTER SIMON'S GARDEN, by Cornelia Meigs. *Macmillan.* $2.00.

THE BOY CAPTIVE OF OLD DEERFIELD, by Mary Wells Smith. *Little, Brown.* $1.75.

BECKY LANDERS, FRONTIER WARRIOR, by Constance Lindsay Skinner. *Macmillan.* $2.00.

DOWNRIGHT DENCEY, by Caroline Dale Snedeker. *Doubleday, Doran.* $2.00.

DRUMS, by James Boyd. *Scribners.* $2.50.

THE COVERED WAGON, by Emerson Hough, *Appleton.* $2.00.

TO HAVE AND TO HOLD, by Mary Johnson. *Houghton, Mifflin.* $2.00.

FOREVER FREE, by Honore Willsie Morrow. *Morrow.* $2.50.

Does it include a number of books which give the real feeling and atmosphere of other countries? Books written by those who have visited the countries are not usually as satisfactory as those translated from the language of the country and written for the boys and girls of the country itself. Some books with unusually good atmosphere are:

THE GENTLE HERITAGE, by Frances E. Crompton. *Ward Lock.* $2.00. An English book for children from eight to ten.

DONKEY JOHN OF TOY VALLEY, by Margaret Morley. *McClurg.* $1.50. (Austrian Tyrol, 8-10.)

NANETTE OF THE WOODEN SHOES, by Esther Brann. *Macmillan.* $2.00. (Brittany, 8-10.)

WHAT HAPPENED TO INGE JOHANNE, by Dikken Zwilgemeyer. *Lothrop, Lee and Shepard.* $1.75. (Norway, 8-10.)

HEIDI, by Johanna Spyri. *Ginn.* $.84 (Switzerland, 8-12).

SATURDAY'S CHILDREN, by Helen Coale Crewe. *Little, Brown.* $2.00. (Several European countries, 8-12.)

The list might go on indefinitely if space permitted. Detailed and most satisfactory lists of books for all ages and interests will be found in REALMS OF GOLD IN CHILDREN'S BOOKS, by Bertha E. Mahoney and Elinor Whitney. *Doubleday, Doran.* $5.00.

Parents and teachers may be interested to know something about the bulletins published quarterly by the Metropolitan Museum of Art in New York. Each of these bulletins presents some phase of art or describes the history of some of the museum's treasures in story form. A year's subscription to the bulletin is $1.00, single copies 25 cents. A catalogue of bulletins already published may be obtained from the museum. Copies of the bulletin which were sent in for review are:

DELIVERANCE DYER'S JOURNEY, by Lois Leighton Comings. A colonial story introducing one of the rooms in the American wing of the museum. Deliverance meets General Washington.

MAYFLOWER DESCENDANTS, by Winifred E. Howe. Conversations among the pieces of early American furniture. Less effective than the story above.

RAMA AND THE MONKEYS OF RISHYAMUKA, by Beulah Dimmick. A story which connects with the Indian paintings and sculpture in the museum.

THE ADVENTURES OF WANG TA LO, by Edith I. Cooms. Story connecting with Chinese pottery.

New Books

LITTLE PILGRIM TO PENN'S WOODS, by Edna Albert. *Longmans, Green.* $2.00.

The story of a group of German settlers in Pennsylvania. The adventures of Selina are followed from her home in Germany, up the Rhine to Holland and across the Atlantic

to America. The small heroine, who is six and looks even younger in the pictures, seems young for the style in which the book is written. (Age 8-10.)

WANDA AND GRETA AT BROBY FARM, by Amy Palm. Translated from the Swedish by Siri Andrews. *Longmans, Green.* $2.00.

A thoroughly lively and readable story about two little girls who do the things that all little girls love to do. They have a charming playhouse with "a white net curtain" and flowered wallpaper, as well as an aunt who brings them fascinating presents. The book has delightful atmosphere and it is a pity that such a good realistic story should be illustrated by inappropriate conventionalized pictures. (Age 7-9.)

WHEN I WAS A GIRL IN HUNGARY, by Elizabeth Pongracz-Jacobi. *Lothrop, Lee and Shepard.* $1.25.

A new title in the "Children of Other Lands" series. Each book in this series is written by "one who has lived the actual life described" and this is by an interesting Hungarian woman who has written other books for children. It is illustrated by photographs. (Age 8-12.)

THE STIR OF NATURE, by William H. Carr. *Oxford University Press.* $2.50.

Animal stories and nature lore by the director of the Trailside Museum at Bear Mountain, New York. Interesting material and directions for studying birds and animals. Good illustrations. (Age 8-12.)

GOLDEN FEATHERS, by Luigi Capuana. Translated by Dorothy Emmrich. *Dutton.* $2.50.

Primitive Italian fairy tales, crude but amusing and full of action. (Age 8-10.)

LINNET ON THE THRESHOLD, by Margaret Thomsen Raymond. *Longmans, Green.* $2.00.

A wholesome story of everyday life which girls will find interesting. Linnet finds that at fourteen she must support her family, and she has many ups and downs when her life as a working girl begins. (Age 10-15.)

SUSANN OF SANDY POINT, by Annie Gray Caswell. *Longmans, Green.* $2.00.

Another girl of fourteen has to make her way in the world. Susann earns money to pay her way through college. (Age 10-14.)

WHEN I WAS A HARVESTER, by Robert L. Yates. *Macmillan.* $1.25.

A story for boys written by a boy. Bob Yates tells of his experiences as a member of a wheat-harvesting gang in Canada during the summer when he was seventeen and had just acquired a razor of which he was very proud. Interesting. (Age 10-16.)

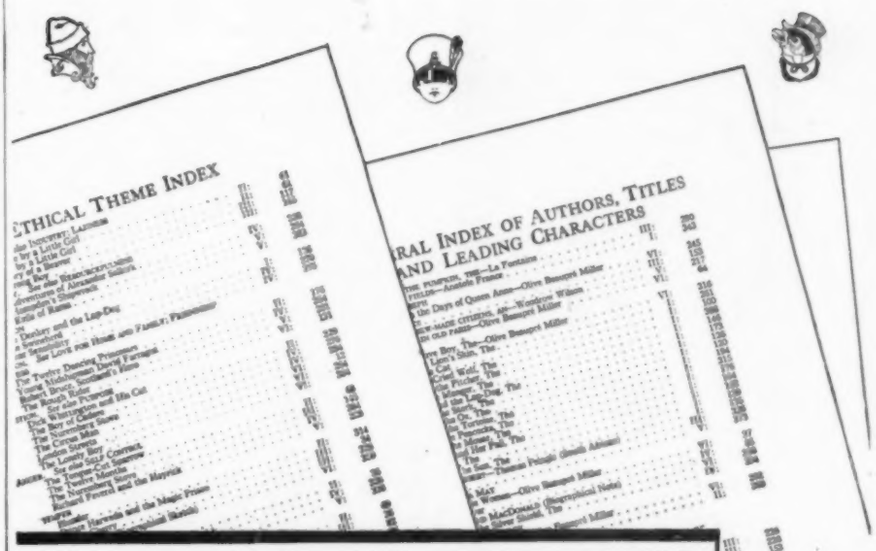
A CORRECTION—The poem entitled "Water," by Hilda Conkling, which was published with the frontispiece of the June number of this magazine, was originally published by Frederick A. Stokes in a book entitled "Poems by a Little Girl" and later appeared in the anthology of child verse entitled "Singing Youth," published by Harpers. We wish to acknowledge the former credit as well as the latter.

Aren't You Ever Coming Out?

Aren't you ever coming out?
Aren't you int'rested at all
In the things I talk about?
There's a blackbird on the wall
Underneath the maple tree.
I should *think* you'd like to *see*.

Now he's dusting off his wings
Underneath the water-spout.
Now he's finding worms and things.
Aren't you *ever* coming out?
Isn't anyone but me
Int'rested in Bird-ery?

—*Katherine Beswick.*



STORIES AND POEMS FOR EVERY OCCASION

. . . . *easily accessible*

One of the chief values of *My* BOOKHOUSE to busy mothers is the *accessibility* of its hundreds of wonderful stories and verses for children of all ages.

Not only are the stories carefully selected, arranged and graded, so that your child has just those stories which his developing mind is ready for—but also there is provided with *My* BOOKHOUSE five separate indexes.

There is *First*, the General Index of Authors, Titles and Leading Characters. *Second*, the Geographical Index, so one may pick a story at will from any of 47 different countries. *Third*, an Index of Historical References. *Fourth*, a Special Subjects Index. And *Fifth*, an Ethical Theme Index, which mothers find especially helpful in the daily task of building character through example.

When one considers the great joy and good which the children themselves derive from *My* BOOKHOUSE—and the helpfulness in child training which mothers find in its volumes—its cost of only ten cents a day becomes small indeed.

We will gladly send full information, and an interesting booklet written by Olive Beaupré Miller, without obligation. *The child who reads is the child who leads.*

The BOOKHOUSE *for* CHILDREN
DEPT. 29, 360 NORTH MICHIGAN AVE., CHICAGO

WATCH
for important announcement of a new, wonderful radio program for children. Read next month's Bookhouse advertisement in this magazine.

***My* BOOKHOUSE**
Selected Fundamental Literature for Children—the best of all countries, the best of all times.

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

Prescribed by Thousands of Doctors for

baby!

Gerber's

Your baby—like each other mother's—is the most important member of the household. Your physician—like each other physician entrusted with the responsibility for an infant-patient's development—prescribes the Gerber Products only because they meet baby's diet requirements in an accepted manner.

From seed selection to harvesting, vegetables to be used for the Gerber Products are supervised by trained field men. They are harvested at just the right stage of maturity, and are rushed direct to our Fremont, Michigan, plant before they lose their garden freshness. Trained food experts direct trained workers in the scrupulous care of washing and inspecting.

A trained staff controls the cooking and straining of the vegetables—using specially designed glass-lined and monel metal equipment embodying scientific principles for maximum vitamin and mineral salt conservation.

Gerber's Strained Vegetables relieve mothers of a tedious daily task. They are ready-to-serve on the addition of salt or sugar as taste and baby's doctor direct. Only mothers who have used the products fully appreciate their convenience. But they are prescribed by baby's doctor because they are better, safer, and more nourishing

Consult your physician for the best feeding schedule for your own baby's needs.

SEND FOR ASSORTMENT

Ask your doctor about the Gerber Products, today. If your grocer or druggist is unable to supply you—send us his name and $1.00 for the complete introductory assortment offered below—or order such individual products as you wish. Postage prepaid.

In Canada, Complete Assortment only, $1.10 — Canadian Currency or Money Order.

Free Samples on Request to Physicians or Hospitals

Gerber's
STRAINED VEGETABLES

Vegetable Soup · Spinach · Carrots · Prunes · Peas · Tomato · Green Beans

SEND THE COUPON TODAY — A WEEK'S SUPPLY

Gerber Products Division *Fremont Canning Co.*, Fremont, Mich.
$1.00 Complete Dept C-12—Enclosed find money or stamps **Assortment.** for assortment or for Gerber Products checked.

15c Strained Vegetable Soup · 15c Strained Spinach · 15c Strained Carrots · 15c Strained Prunes · 15c Strained Peas · 15c Strained Tomato · 15c Strained Green Beans

Name .....

Address .....

My dealer is .....

The Child's Museum

(*Continued from page 23*)

the chances are that a goodly number are already under your very nose. In any town where amateur collectors have flourished for generations, or a real naturalist, retired sea-captain or returned missionary has made his home, or where there are people who have traveled, there is sure to be enough desirable material languishing in curio-cabinets or gathering dust "up attic"—stuffed birds and animals, minerals, shells, cases of butterflies, sea-treasure, interesting foreign things, stamps, coins—to give a junior museum a little start.

These things need not be either rare or valuable (though some of them will be both). They *must* be beautiful or wonderful or interesting things of a kind to entrance children. Dingy or dried-up-looking specimens have their appeal for those who know what they mean. But when you are trying to introduce young people to the magic of nature, it is discreet to put nature's best foot foremost, showing the rosiest and most fragile of shells, the most glittering of crystals, the most brilliant of butterflies, the most astonishing of wild beasts.

If this local "rummage" material were all, you would not have much of a museum. But it is not. Much more important contributions may come to you, if you are lucky and ask very appealingly, from the big science museums of the country, beginning with the one nearest home. According to Miss Delia I. Griffin, till lately director of the Children's Museum of Boston, every great museum has quantities of beautiful specimens, carelessly collected by amateurs and so of small scientific value, stored away where they do nobody any good. Some of this material might be put to splendid use for children. Not that a children's museum should be any less meticulously correct in its work than a big one, *as far as it goes*. Only, not being a research institution, it does not need to go too far. So the big museums can, without robbing their own collections, play fairy godmother to the juniors.

Maybe the State Fish and Game Commission or the State Department of Agriculture or the State University or some near-by college will be interested to send specimens. By all means give them a chance. If there's a local zoo, any casualties among the birds and beasts ought to play into the hands of the museum. Perhaps some benevolent taxidermist would mount such material as his contribution.

A good deal of valuable illustrative material in the form of charts, samples of cotton from the boll to the cloth, silk from the worm down, or wool in various grades and stages, may be had for the asking from national manufacturing organizations.

AS TO LOCAL MATERIAL, the problem is to get what there is moving toward the new museum. Undoubtedly the newspapers will help editorially and otherwise. The schools will help. Every club in the community will help, once it is made clear what sort of material can be used. A capital way to stimulate the flow of exhibit material is to get some obliging merchant in the heart of the shopping district to lend a window for the display of a choice collection of specimens already given or lent to the museum, each item tactfully marked with the owner's name. If some of these should chance to come from boyhood collections of local celebrities, no harm will be done. Such an exhibition will bear fruit.

That window display, however, should be a real museum installation, not merely an effective arrangement, but an exhibit which has something definite to say. A museum, you know, is a collection of ideas illustrated by specimens. A resourceful curator will take your collected relics of dead enthusiasms, your extinct hobbies, combine them with a few pertinent ideas, supplement them with well-chosen color-prints, drawings or diagrams where the concrete material waxes sparse, arrange them so as to tell a worthwhile story or series of stories, throw in some talking labels, each of which makes a complete statement, and the whole will become an orderly chapter in a fascinating book which he who runs may read. This is visual education.

If your curator is not yet on the job at this stage of the game, by all means apply to museum experts for suggestions about this sample exhibit, for you want to show the community what a children's museum can really do in the line of teaching by eye.

AS SOON AS the project for a junior museum is fairly afoot, it will be possible to enlist the services of an army of amateur collectors. Boy and Girl Scouts as well as young naturalists from the schools may be organized for systematic work in woods and fields, being taught to take for the museum only what may be claimed without robbing nature's dwindling store. Rightly entreated, local manufacturers will gladly donate for the industries section of the museum samples illustrating how their output is made—the raw material, processes and finished products. If the town has a foreign element, there is a wonderful opportunity to coax in Old World handiwork, costumes, or domestic implements of great interest. Maybe the Park Commissioner will send fresh specimens of flowering shrubs for the wild-flower table, or living specimens of insects that hurt vegetation for the cages of the museum "zoo." Perhaps local scientists will contribute. If the museum is in a fireproof home, old residents may be persuaded to lend such precious things as old ship-models, prints or even colonial heirlooms which they would not dream of giving outright.

Should the result of the first drag for specimens prove a trifle miscellaneous, there's no need to be down-hearted. In 1921 the Harriman Museum, Tennessee, listed its worldly possesions as follows: "Two balloon-fish from Florida; a cannon-ball from the Civil War; some shells; a gas-mask; a German helmet; two blue-birds and a rattlesnake." Three years later it was an incorporated institution with more than a thousand specimens on its accession book. There's a heartening example for a pioneering museum group!

Museum cases are expensive. That museum in Tennesseee showed its first exhibits in an old cigar-case begged from a poolroom and a discarded ribbon-case from a department store. Sometimes it is possible to buy cheap, at second hand, old style cases some big museum is replacing. Sometimes Boy Scouts will build cases, or manual-training classes will make them from wood donated by some public-spirited lumber merchant, or paid for, let us say, by the Rotary Club, or the Kiwanis.

Cases of some sort acquired, where shall they be set up? When you convince the school board how much the museum can do for the teachers, it may be that the city will house the museum in some park building, school, or public library, or in the town hall. Some interested citizen might be persuaded to give or lend the use of an old-fashioned dwelling which could be adapted to museum needs. Out on Long Island a flourishing children's museum on a private estate is housed commodiously in a converted poultry house. A barn may be the museum's first home. Since the study collections of any

children's museum will always consist of living material beyond its walls, it is highly desirable that the museum's first home, be it ever so humble, should be in, or on the outskirts of some park or wild tract.

WHERE IS THE MONEY to come from? The project will probably be supported in part by gifts of lump sums and in part by annual membership dues in a Children's Museum Association. The recently opened Children's Museum of Indianapolis offers five types of membership. Life members contribute $500, patrons $100, contributing members $50, sustaining members $5 a year, and annual members $1 a year. A year ago the association had seventeen hundred members, though the project was then only eighteen months old. Besides this, they had a growing junior membership. What are styled Museum Service Clubs are being organized in the schools, each child paying twenty-five cents a year and pledging contributions to the collections.

This question of finances brings us to the fact that even in so simple a matter as the launching of a junior museum, it is easier to make mistakes than to correct them after they are made. The matter of support ought to be canvassed most thoroughly before any organization is effected, the promoters getting all the light available from museums that have been through the mill and from The American Association of Museums (Address the secretary, Smithsonian Institution, Washington, D. C.), which exists in part to help small museums over hard places.

I have said much on the subject of getting together exhibits. Now let me make the point that it is quite as important to know what *not* to get and how. Almost everything is grist to the mill, but the "point beyond which" must be early determined. What, for instance, shall be done about birds' nests and eggs, which are of scientific value but encourage depredators?

Nothing is more chilling to the enthusiasm of a would-be donor than to have his offerings declined, unless it is to find that, having been accepted, his gift is not shown. Beware what you refuse, especially before the curator has a chance to advise. Quite ordinary material, such as common shells, may be used to splendid advantage as prizes for museum games. But even common shells must be accepted with the proviso that, if it is found desirable, the museum may give them away.

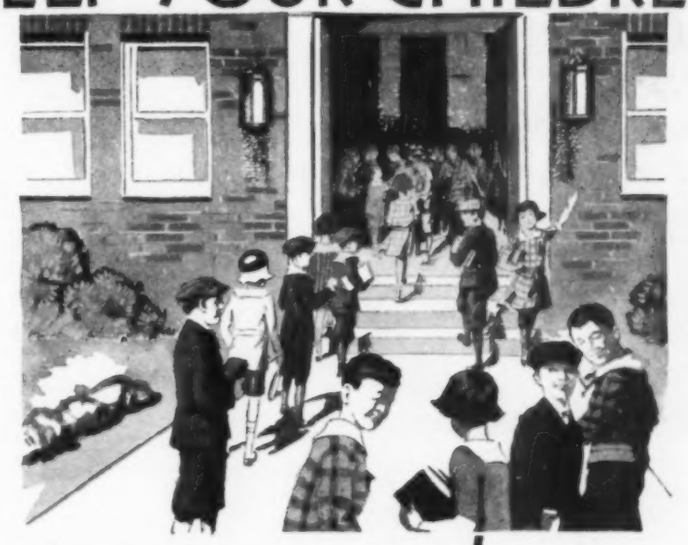
THERE ARE THOSE WHO THINK that only fanciful, imaginative, or whimsical books make for culture. I want to plead for the dictionary, which is one of the most fascinating books I know.

Enjoy the Dictionary

Many years ago an old man of seventy years or so, still wearing the Confederate gray that he never laid off though he lived thirty years after the Civil War ended, used to take a little girl by the hand and walk down the street talking about words. She can hear today the tapping of his cane on the great stone flags of that little village street and she remembers, oh so tenderly, his saying, between taps, "Take the words 'benevolent' and 'beneficent' and see from their roots what they mean: *bene volo* and *bene facio*, wishing well and doing well. You see it's just the shade." That to a little girl who has found hours of pleasure in the dictionary ever since.

Now if you were sent to the dictionary solely to learn how to spell words, you have been deprived of the pure joys to be found in a dictionary. But if you sympathize with poor "Sentimental Tommy," as he lost his opportunity to win the scholarship while he groped for the word which said just what he meant, you will share this enthusiasm. —*Louise Latimer.*

HELP YOUR CHILDREN



to get a good start

DON'T hold them back. If there is anything they need, get it for them. Every family that is in any way successful today realizes what a tremendous effort has been required to accomplish that success, no matter how great nor how little it is. And every family with any foresight realizes that competition is going to be even greater twenty years from now.

Therefore, you will find such parents doing everything they can to help their children get a good start. AND GET IT YOUNG.

Children at the age of five have EIGHT MILLION MILLION BRAIN CELLS—two-thirds as many as they will ever have. Nature has provided every child—and that means your child—with plenty of mental machinery to run the whole world.

But those brain cells are worth absolutely zero UNLESS THEY HAVE ALL THE MATERIAL THEY NEED TO WORK WITH.

Wise parents, of course, understand this. They provide their children with every possible kind of good material to get those brain cells to go to work. And one of the things they select first of all and above all others is *Compton's Pictured Encyclopedia For Children.*

For here in Compton's the child not only gets the material to work with but the inspiration for the brain to *do* the work.

Very few brains will work by themselves. You must find something that will inspire them to work.

And Compton's provides that inspiration as well as that material. When they have Compton's, they have a whole, complete private source of knowledge written and pictured in terms of their own understanding, arranged so practically and indexed so wonderfully that any child can find everything he wants when he wants it.

And my, how their brain cells do go to work when they get it. Almost immediately, when they have Compton's they begin getting better marks in school, becoming greater leaders amongst their playmates and preparing for surer success in later life.

Take another look at the heads of your children when they come in. From eight to ten million million brain cells in each of those heads. The children of the richest, most powerful people in the world have no more. All that those big heads on little bodies need is the material to work with to make them part of the dominant, successful class twenty years from now.

This coupon will bring you free a big complete sample pictured section of Compton's so that you may judge for yourself how much your children need it. And now that school is starting, they need it most.

Compton's
Pictured Encyclopedia

F. E. COMPTON & CO., Dept 10-42, Compton Bldg.
1000 N. Dearborn St., Chicago, Ill.

Please send me at once, without any obligation, Free Sample Section and Free Questionario Game with full information as to how and where I can get Compton's.

Parent's Name_____

Address_____

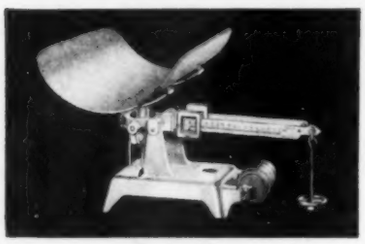
City_____ State_____

Please check in the ages of your children so we can send sample pages most interesting to them.

☐ Pre School ☐ Grade School ☐ High School

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

Use these GUIDES to HEALTH



Fairbanks Infant Scale

Especially constructed for weighing infants. Large comfortable scoop cannot tip. No calculating is necessary, as a blank bar is provided to balance the weight of blankets. The white, pink, ivory, or blue enamel finish is easy to keep clean. Capacity, 35 pounds.

TODAY the importance of regular weighing of infants, children—and adults, too—is universally recognized. Exact knowledge of normal progress can be obtained only by a constant, *accurate* check on weight.

For 100 years the Fairbanks name has been synonymous with "accurate weight." It is good to know that Fairbanks dependability can be secured in scales built especially for weighing infants and children. Two of these scales are illustrated. Remember—Fairbanks Scales are *accurate*. And they are reasonably priced. Ask your dealer.

FAIRBANKS, MORSE & CO.
900 S. Wabash Avenue, Chicago
And 40 principal cities—a service station at each house

Fairbanks Home Health Scale

Convenient and easy to use. Occupies small space and gives all members of the family a frequent, accurate check on physical condition. Finished in durable white enamel. Capacity, 300 pounds.

Fairbanks Scales

Preferred the FAIRBANKS SCALES *World Over*

SA201.75

What a P. T. A. Can Do

Leaders tell of worthwhile projects successfully accomplished

IT IS OUR DESIRE to support in every way we can the commendable work of the Parent-Teacher Associations throughout the country and we are particularly happy to be the medium for an exchange of helpful ideas between groups. The accomplishments reported here in letters from city, town and country groups will, we hope, prove of value to other Parent-Teacher Associations.—*The Editors.*

Wanted: Ideas!

Are you a member of the Parent-Teacher Association? If so, won't you send in to us helpful ideas and suggestions for such groups, or tell us what your association has done to promote friendliness and understanding between parents and teachers in your town, to add to the school equipment, to beautify the school, to stimulate better scholarship, or to provide better health and recreational opportunities for the children? For every suggestion published we will pay $2.00. Manuscripts submitted to this department will not be returned. Address contributions to Managing Editor, THE PARENTS MAGAZINE, 255 Fourth Ave., New York, N. Y.

ONE MEETING night each year is given over by our P. T. A. to the seniors of the high school. Special invitations are sent to these pupils and their parents and seats are reserved for them in the front rows of the auditorium. The executive board of the P. T. A. chooses a program for the evening. A speaker is engaged, who can give the class something worth while to take home, something that will help them and their parents, in their relations to each other, and something that can be of use to them in the future. The attention given by the students has proved that the result has been worth the effort. A social period follows the program and it is then that the parents, pupils and teachers talk freely of their problems and get together in a spirit of real friendship and helpfulness.

Another result which, while not the purposed one, is yet very welcome to the association, is the increased interest, on the part of these same parents in the work of the P. T. A. Many have children in lower grades as well as in the senior class and we have gained many staunch supporters, who, before the Senior Evenings, knew little about the activities of the Parent-Teacher Association. —*H. H. S., Pitman, N. J.*

THE GROUNDS around our primary school were bare and uninviting. Our P. T. A. decided to ask parents to give trees in the names of their pre-school age children. The idea that the children would have trees on the school-grounds when they entered school appealed to everyone. So great was the response that a small grove of trees was planted besides the seventy-seven bordering the grounds.—*Mrs. S. M. P., Robstown, Tex.*

THE P. T. A. HERE has worked out a plan for seeing small children across the street in front of their school which has proved a great comfort to mothers. Each school has organized a Safety Patrol of the older boys, who consider it quite an honor to be chosen for the office. The boys are equipped with white belts and shoulder straps, like those worn by cadets in dress uniform and each boy has a red signal flag. The Safety Patrol is stationed on both sides of busy streets approaching the school, from eight-thirty until nine o'clock. Children coming to school wait until the Safety Patrol boys signal them the street is clear before attempting to cross.—*Mrs. J. T. R., Richmond, Va.*

THE INDUSTRIAL AID SECTION of our P. T. A. is sponsoring a "Well Baby Clinic." The mothers bring their babies to our rooms once a week where, with the assistance of the village nurse, we weigh and measure the babies to see if they are growing and developing as they should. If there is anything wrong the nurse advises the mothers about it. A record of the babies' weight is kept in a book at our office. This plan of checking up to prevent illness is proving a great success and young mothers, especially of poorer families, appreciate this service very much. —*Mrs. P. P., Newark, N. Y.*

TO MY MIND the most original and beneficial work that our P. T. A. has initiated was a school fair. It was held early in the school year and resulted in many mothers coming to school and seeing the work done by the pupils. Not only were the amateur sewing, wood-carving and other work of this sort shown, but the results of their outdoor occupations in summer were on exhibit. There were vegetables and flowers raised by the children; even some pet chickens which a boy had raised were present.—*Mrs. E. S. D., Spanish Fork, Utah.*

TO STIMULATE ATTENDANCE at our P. T. A. meetings, membership cards were given out at the first meeting, or when dues were paid. These cards had numbers, 1, 2, 3, 4, 5, 6, 7, 8, representing the meetings to be held during the year, printed upon them. It was announced, both at school and at P. T. A. meeting, that the children whose parents, either one or both, attended five out of the remaining seven meetings would receive a prize at the end of the year. You may be sure that no parent was allowed to forget to go to P. T. A. meeting. If Mother couldn't go, Father *had to*, to get that card punched.

Our programs are always interesting and the attendance was splendid throughout the year. The prize was a worth-while movie show and program, with refreshments of ice cream and cake. Children and parents who had the required number of punches on their P. T. A. cards were invited as guests.—*Mrs. E. B., Pittsburgh, Pa.*

ONE OF THE most worth-while accomplishments of our P. T. A. this year has been the inauguration of group trips to various institutions of learning to which boys and girls might go after graduating from high school. During one term of school a different institution was visited every month, such as a normal school, a business college, a state university, a naval training station, and an art school.

At the art school we were received by the president and several members of the faculty, were treated to a most interesting lecture on art, conducted through the art gallery and then permitted to see a class in sculpturing

at work, as well as taken through the various classrooms in painting, drawing, designing, cartooning, and ceramics, and out into the lovely gardens to see some demonstrations in landscape gardening.

A boat was sent at a stated time to conduct the ladies to the island which housed the Naval Training Station, where we were met by the wives of the officers in charge as well as an officer to take us over the Island and explain in detail the requirements and training given.

At the various schools visited a person thoroughly familiar with the courses given there explained the requirements of the school, the various branches of study taught and the positions for which a graduate would be fitted upon graduation.

This was all intensely interesting to the mothers and enabled them to talk over with their children the educational opportunities near at hand.

Aside from the educational value to the mothers resulting in each one feeling better able to talk to their children upon future occupations, these group visits brought about close contact and a feeling of friendship in the group that could hardly have been brought about in any other way.—*Mrs. A. P. L., Berkeley, Calif.*

PLANNING THE P. T. A. program for a single meeting or for an entire term is made easy in Minneapolis through the co-operation of the Public Library, which has installed in its main building a special parent-teacher room. Here, in the custody of a librarian who has specialized in the subject, is assembled a collection of several thousand volumes on the care and training of children. Magazines dealing with child welfare, and education and related subjects are also available.

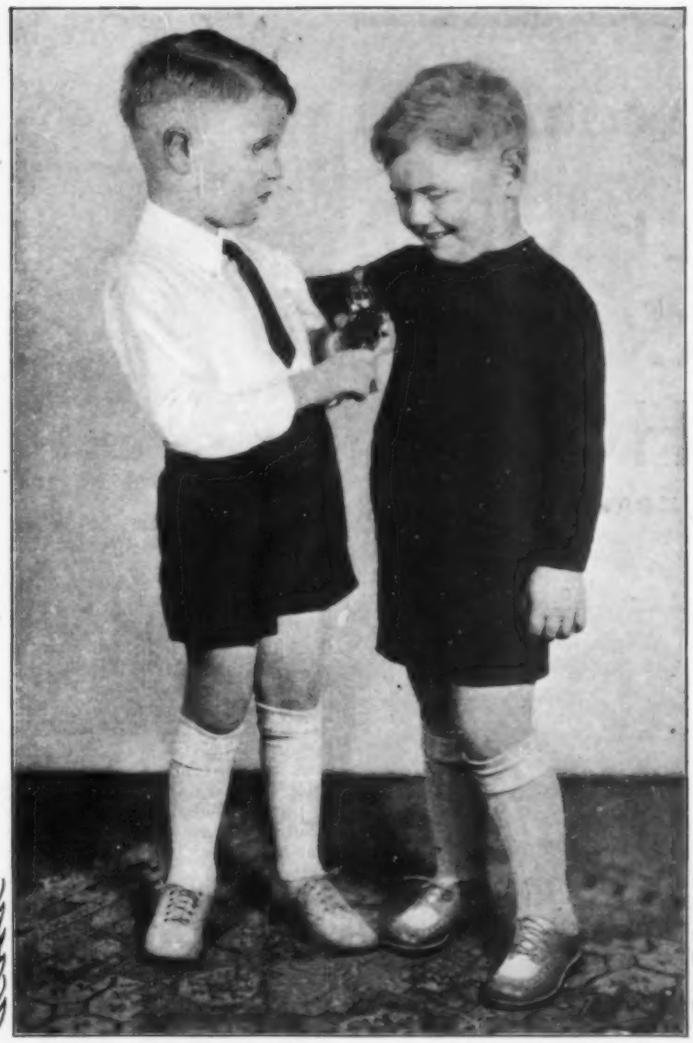
An auxiliary service maintained by the library may also be drawn upon; an adviser whose sole duty it is to aid those who wish to "read with a purpose" will map out a course of reading as extensive or as condensed as desired.

Minneapolis P. T. A. members endorse the separate-room project heartily, and library officials report a steadily increasing use of these facilities. It should not prove difficult for the Association in any town to enlist the co-operation of library authorities in establishing such a separate section.—*G. K. P., Minneapolis, Minn.*

THE ADVANTAGES of having a number of parents take part in P. T. A. programs are well known, but how to accomplish that end is sometimes a difficult proposition. Our association solved the problem by using questions and answers based on material found in THE PARENTS' MAGAZINE, and others devoted to child training.

At one meeting the questions pertained to health problems; at another to obedience, and so on. Any member who cares to suggest a question is encouraged to do so. The questions are given to ten mothers, the answers to ten others, then the questions and answers are read alternately, with a pause after each question so that every one may think it over before the answer is given.

The advantages of the plan are numerous. The members are induced to read books and magazines that they might otherwise pass by. Their interest in the meeting is greatly increased, because they know there will be some problem in which they are really interested. The meeting loses much of the stiffness that so frequently destroys its life and interest. Members will read a short question when they would not stand up and talk, and before they realize it they find themselves taking part in discussions. An abundance of very worth-while material is readily available and other associations will undoubtedly find the plan a helpful one.—*Mrs. F. C., Denver, Colo.*



OLIVER TWIST SUIT—Style 60-J
WAIST—white broadcloth, TIE—blue, TROUSERS—blue jersey, self belt and nickel buckle. This suit allows action.

SNUGGER SUIT—Style 22-S
SWEATER—All blue jersey material. 3 buttons on shoulder. A new and a particularly favored model.

Start their Neatness Habits Early with Kaynee Styles

Mother, now is the time to impress your little fellows with neatness habits. You can do it so much easier with Kaynee Styled Garments. The reason is that Kaynee stylists have made it a point to create styles that follow the best fashions for youngsters yet with strict attention to details of workmanship for extra wear and comfort. Write for your copy of "Boy Types and How to Dress Them." It's packed with valuable information. No charge, of course.

THE KAYNEE COMPANY, Dept. PM9, CLEVELAND, OHIO
"Oliver Twist Boys' Wear—Styled and Made Exclusively by Kaynee"

Approved by the Boys
Kaynee
BLOUSES.....SHIRTS.....SUITS

The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

"I recommend FLEXIBLE ARCH SHOES"

Mrs. HILDA HEATH DeMARKO

Director of the Packard Manor School
Chatauqua, N. Y.

THE majority of teachers and children's specialists recommend the flexible arch shoe—so that children's feet may exercise with every step—may grow up uncramped, healthy—free from the weakness and foot pain that so many grown-ups suffer.

Cantilever Shoes are built on the famous principle of the flexible arch—complete freedom for all muscles and tendons. They are comfortable, good-looking and they wear very well. Come in and see the new pretty styles.

CANTILEVER CUBS

"LITTLE BEARS FOR WEAR"

Can One Influence an Unborn Child?

(*Continued from page* 19)

connection whatever, it is practically their only way of meeting their responsibilities. For there is nothing but the two blood streams and even these do not actually meet, as they are carried along in systems of tubes.

This is the sum total of everything that science can tell us to date. So far as is known the mother's job begins and ends just here, with safeguarding her own and her child's nutrition. And yet credulence in so-called "maternal impressions" is so much a part of folk-belief that it is hard to cast it entirely aside.

A recent graduate student in a great university reported that she had known three cases of "marking"; one, in which a mother, frightened by a circus elephant, gave birth shortly after to a child with a long trunk-like nose; another in which a mother, nauseated by the sight of raw meat, covered her face with her hands—but not completely, and so marked her daughter that the child bore a red "birthmark" on that part of her face corresponding to the part of the mother's face her hands had not reached; and a third, in which a little girl was born with her right hand gone at the wrist five months after her mother's brother had lost his right hand at that point.

THESE ARE TYPICAL of the sort of "true stories" we still hear. But science proves such things cannot be done. In the first place, peculiarities of structure occur so early in prenatal life that the mother could not influence them for the very good reason that she doesn't know anything about what is happening. And in the second place, since there is no nervous connection there is no conceivable way for such impressions to reach the child anyway. The greatest specialists of today agree with the observation made more than half a century ago by Darwin's father. Dr. Darwin, who was an exceptionally observant and shrewd physician, was in the habit of asking the women in his hospital to record before the baby's birth any experience of their own which might influence the child. As a result of hundreds of these records he reported, "Absolutely not one case (of maternal impressions) came right."

"But," someone says, "how are you going to explain the case of the mother who studied counterpoint while her baby was on the way and whose son grew up to be a talented musician; or of the mother who took up Italian, and whose child early developed an astonishing skill at languages; or of the mother who kept up gymnastic exercises during pregnancy and gave her child unusual muscular activity and skill?"

SCIENCE WOULD EXPLAIN these cases and similar ones not by mysterious "psychic" maternal impressions, but by two very powerful and well known influences—heredity and environment. What more natural than for the son of a woman who studied the technique of music to grow into a musician? He not only received an hereditary musical endowment from the same ancestral source from which his mother received hers, but he grew up in an atmosphere of musical culture, his every aptitude encouraged and trained. And so with the linguistic prodigy and the muscularly active and healthy child of a mother who in the ladylike nineties had the courage to take systematic exercise during pregnancy. There is nothing occult in any case of this sort, and scientists believe that every apparent case of maternal impressions, which is not pure myth, can thus be explained in simple terms of heredity and environment.

But though the mother has no more chance of telepathy with her child than have "his uncles and his cousins and his aunts," it is not true to say that her emotions cannot affect her child in any way. Any grief or worry or fright sufficient to affect her own health will react on her child, just as any other detrimental influence will react upon it, through her blood. Happiness and serenity are two of the best tonics known.

To sum up then: In the mother's care lies the preservation of something greater than herself. Hers is the last and greatest of the three sources of the gifts of life—from the racial inheritance, from the influence of both parents upon the germ cells, and finally from the mother's care, which should be as sane, and thoughtful, and happy before the child is born as after.

Books and Pamphlets

Published by THE PARENTS' MAGAZINE
255 Fourth Avenue, New York, N. Y.

A Doctor's Letters to Expectant Parents—A helpful book treating the psychological side of pregnancy as well as the physical. Invaluable to both mothers and fathers-to-be. Eighteen letters—two for each of the prenatal months. $1.75.

The Modern Baby Book and Child Development Record—A unique book in which to record the development of children from birth to 16 years. It combines the charm and sentimental features of the old-fashioned baby book with the scientific records prepared by two of the foremost child specialists. Enables you to compare your child's development with the "average" child. The book comes in a box containing a handy file for photographs, letters, school report cards, etc. An ideal gift to the mother of a new baby. In pink or blue cloth binding—$5.00. De Luxe edition in half leather in either color—$10.00.

If Parents Only Knew—What the modern school is doing for the child and how the home can help. Health, Recreation, Citizenship, Character Training and Choice of Vocation are among the subjects. $1.75.

How to Adopt a Child—How to select the right child for you; the methods of adopting a child; a list of reliable agencies through which they may be adopted and information on the rearing of adopted children. 25c.

Choosing the School—Questions parents should ask when choosing a school. A school catechism and a bibliography on educational methods. 10c.

What a Camp Can Do for Your Child—This pamphlet explains the advantages of camp life for boys and girls and includes a bibliography on camps and camping. 10c.

Should Children Eat Canned Foods?—An unbiased report based on scientific findings concerning the quality and safety of canned foods and their use in the child's diet. 10c.

How to Boost the Membership of Your P. T. A.—A 12-page pamphlet outlining a well-laid plan of action for a successful membership drive, including methods of gaining co-operation of enrolled members and school children and ideas for publicity in local newspapers. 10c.

New Days—and Knights

(*Continued from page 25*)

teaches is that if you want to be treated right you have got to play fair.

Nor do I believe that equality between the sexes on the playground will express itself in great numbers of fist fights. Between small children there is a good deal of pushing and tugging, but as they grow a little older the ineptitude of girls for heavy fisticuffs begins to grow evident. And if the fight isn't fair, the small boy really doesn't want it.

Our present-day adult concept of chivalry, which is based on the genuine need of protecting a sex which at times is at a physical disadvantage—the chivalry which will make a young man go to the defense of a girl annoyed on the street, whereas he would not interfere in a fight between two men; the chivalry which will make him vote for mothers' pensions and denounce night work for factory women—it is time enough for this when puberty comes and the growing boy can begin to understand its reasons. At that period he is adjusting himself to a new world. A mere word will then stir his sense of justice, his sense of obligation to protect the weak.

And what about the conventional courtesies? What about teaching Jimmie to doff his hat in greeting and offer seats to the opposite sex? Parents used to leave this kind of education to dancing school, to which they sent reluctant boys in order to rid themselves of a puzzling duty. The function of the old-fashioned dancing school was not to enable children to enjoy dancing, but to make them "little ladies and gentlemen." Today, folk-dancing and even "ballroom dancing" is taught as a grace-giving diversion and not as a school of deportment. And some elements of pleasing manner and manners are necessarily absorbed in the practice of a social art.

BUT GOOD MANNERS should be learned long before the dancing-school age. The small child has a positive eagerness to learn correct behavior. Not only does he not enjoy doing the wrong thing, but he is actually pained and humiliated when he realizes he has done it. The unmannerly bravado affected by many a small boy—his spitting in public and wearing his cap in the dining-room—is, we now know, a kind of assertion of his self-respect against a humiliation suffered from some reproof. Good manners, chivalrous consideration of others, can be incidentally and unstressfully worked into the child's involuntary reflexes. Much depends on whether manners are emotionally associated with pride or humiliation—on whether the child is praised for doing the right thing or scolded for doing the wrong. The small child, a newcomer in polite society, is more eager than any other *parvenu* to learn what is the correct thing. He is vain of any knowledge he acquires of how regular people behave. We must begin when he is young, before he has somehow been made to feel that he is an awkward and ignorant outsider.

There are many problems of childhood which are inherently complex, which cannot be solved according to any one rule, however logically sensible. But the new chivalry is not one of them. The teaching of kindly consideration and of gentle manners is really easy. And the rule is simple and has few exceptions.

Disregard sex chivalry altogether until the natural reticences of approaching puberty set the child himself hunting for a new code of behavior; but begin teaching good manners in the very cradle, remembering always that the child is not naturally "a little ruffian" but a passionately eager social climber up toward the adult world which he so fervently aspires to join.

School-Days are Shredded Wheat Days

They are joy-days, too, for mother and children who know Shredded Wheat. It is no longer a difficult task for mother to get the children off to school with a warm, nourishing breakfast.

Shredded wheat contains all the elements in a digestible form for making good muscles, bones and teeth. On chilly mornings heat the biscuits in the oven to restore their crispness and pour hot milk over them—a delicious breakfast ready in two minutes.

SHREDDED WHEAT

Prices of Patterns Shown on Page 32

PARENTS' MAGAZINE PATTERNS, made by the Excella Corporation, may be bought from THE PARENTS' MAGAZINE, 255 Fourth Ave., New York, N. Y.

No.	*Price*	*No.*	*Price*
Suit E3160	25 cents	Frock E3268	25 cents
Alphabet 22293	20 cents	Monogram 76, 3 in.	60 cents
Frock E3280	25 cents	E3266	25 cents
Monogram 65, 3 in.	60 cents	Free Transfer Combination E2419	25 cents
E3011	25 cents	Transfer 22250	25 cents
Frock E3235	25 cents	E3012	25 cents
Transfer 22166	40 cents	Transfer 22269	25 cents

New TINY TOT TRUE STEPS

For Little Folks

Up To the Spirited AGE OF FOUR

GOOD NEWS for Mothers who have let Tiny Tot First Steps help Baby through the early stages of walking.

Now, Tiny Tot TRUE STEPS come along, right proudly, and undertake, with pleasure, the harder job of sticking by the little folks through thick and thin or mud-puddles and dust, if you please. Sizes up through four-year-olds.

Tiny Tot TRUE STEPS are very flexible indeed, yet sturdy and highly serviceable—horsehide outsole (stronger than cowhide by test) Goodyear lockstitched on. Narrow heel seat and roomy forepart.

Extremely smart — truly stylish — in appearance.

Spring heels. Trim fitting.

Economical—each pair will still be "ready-to-go" long after the next size must be put on.

Furnished in wide variety of colors and the following styles: Blucher, Oxford, Instep Strap, Tie, Sandal.

Sizes 2-5 at $2.25 per pair
Sizes 5-8 at $2.75 per pair

Money-back guarantee

Your leading store has Tiny Tots, if not write us direct.

Catalog of complete line sent upon request

TINY TOT SHOE CORP.
84-86 North St., Rochester, N. Y.

All of the above are CERTIFIED ADVERTISEMENTS. See page 82 for Advertising Standards.

Nazareth
CHILDREN'S UNDERWEAR

FOR EVERY SEASON

French panty style knitted underwear can be had in Nazareth fall and winter weight fabrics.

This means added comfort with but little weight and these styles will not show below outer garments.

If your retailer cannot supply you with genuine Nazareth underwear, write us, mention his name and we will see that you are supplied.

Style HS
(at left)
Infant's Shirt. Fall and winter weight, cream tinted, part wool, rayon stripe, fleeced fabric. Sizes 1, 2, 3, 4, 5, 6. Also made in pin back and tie-side styles. Price 50 cents a garment.

Style P/1
(at left)
Fall and winter panties. French style, trunk leg, cream tint, rayon stripe, part wool. Elastic waist band. Sizes 1, 2, 3, 35 cents per garment. Sizes 4, 5, 6, 50 cents a garment.

Style BUDN
(at right)
Fall and winter weight. Dutch neck. Short sleeve, trunk leg, waist union suit for boy or girl. Bleached, fleeced, knitted fabric. Taped front back and sides. Non-rusting pin tubes. Taped buttons.

BUDN/2
Same style without sleeves. Sizes 2-3 to 12-13. Price $1.00.

Catalog sent on request

NAZARETH WAIST CO.
Dept. C
366 Broadway, New York
Mills Nazareth, Pa.

Nest Eggs for Children

(Continued from page 28)

The only loophole in this plan is that the breadwinner might die in the meantime, and make no provision for payment of premiums on the policies on the child's life. This hazard could be provided against by a special insurance policy on the parent's life, which would be sure to provide enough cash to meet the premiums on the child's life.

THE FOREGOING PLANS are practical for parents of moderate income. But there are an increasing number of parents in this country whose income warrants larger initial deposits than those suggested. They should abide by certain sound principles in seeking to provide financial security for their children. In the first place, they should realize that the child's estate should not be in the business of renting out funds at the current rate of interest. Barring unexpected contingencies, the child will be supported out of the earnings of his parents, and will not need an income from investments for his current purposes. The goal then will not be current income, but sound prospects of long-term appreciation of principal. "Very well," the glib stock man will say, "put the fund into shares of the 'High Flying Aviation Company,' a promising factor in an infant industry which will grow up with the child." To the undiscriminating parent, that argument is likely to appeal. Again and again I have seen well-meaning elders vitiate the fruits of their good intentions by such a blunder. Though it is true that diversified common stocks, well selected, offer the best opportunity for capital appreciation through the years, no individual possesses the infallible foresight which would justify him in picking a single security or small group of stocks, for the purpose, and putting them away in a safe deposit box, assured that in fifteen or twenty years they would make the young owner wealthy. Shares in a well-managed investment trust automatically provide the requisite diversification and investment management.

Risk is inevitable in business. Changing business methods and altered conditions frequently result in the mortality a few years hence of companies that today seem vibrant with hope of permanent success. Experienced investors hedge against such hazards by avoiding putting all their eggs in one basket. They eliminate risk for practical purposes by widely diversifying their holdings, and they stand ready to revise their initial selections from time to time in the light of changing conditions. Where an investor lacks sufficient experience and specialized knowledge to buy securities on his own initiative, he will, if prudent, engage outside investment counsel.

The traditional outlet for managed funds is the trust company, which can serve many useful purposes. The average trust company, however, is not interested in handling extremely small funds. Where safety of principal is the main consideration, irrespective of appreciation and a reasonably high return, the setting up of fiduciary funds in trust companies which can be limited to the highest grade of securities is desirable. If the fund is too small to interest a trust company, similar results can be obtained by making a deposit in the child's name in a mutual savings bank, which pays 4½ per cent interest, compounded quarterly. The savings bank is in effect a non-speculative investment trust, restricted by law in New York State, for example, to investment in conservative real estate mortgages, the best grade of railroad and public utility bonds, and bankers' acceptances. For those who are satisfied with no appreciation of principal except through the accumulation of moderate interest payments, the savings bank serves ideally.

Or if parents prefer to be more venturesome a trust fund in a trust company can be started for the child, and the company instructed that they need not be limited to legal investments for trust funds. However, if the fund is small, the trust company gets little opportunity for diversification.

Recognizing the limitations of the conventional financial patterns, there recently have been important innovations in the matter of setting up revocable trusts. One of the oldest and best managed trust companies in New York has inaugurated a program for pooling the funds obtained from revocable trusts, and managing them as a single unit, getting the benefits of opportunities for much wider diversification.

This admirable new method follows closely the technic of one of the well-managed investment trusts, which offers a plan singularly well adapted to the financial needs of young children. It is known as the cumulative investment plan. It is intended only for those who are not in need of current income from their capital. It deliberately sets out to be an income-less investment, different from the conventional security, whose sponsors boast in their selling campaigns of the income return. The cumulative fund specializes in a diversified array of common stocks, which offer promise of long-term appreciation. Such income as is received in the form of dividends is returned to the fund, and reinvested in order to get the benefits of compound interest. As little as $1,000 can be used to participate in this fund. The capital of all the participants is managed as a single pool by a board of specialists.

IT IS NOT UNCOMMON for a parent or a god-parent to set aside a fund to safeguard the future of a child," the head of the investment fund pointed out. "And it is quite customary in such cases for the gift to take the form of government or other bonds of the highest credit standing. Yet those who are alive to the radical changes that have heretofore occurred in the purchasing power of the dollar and in the general level of interest rates, may well question the desirability of presenting an infant with bonds maturing twenty years or more after the date of the gift. The unavoidable speculative characteristics of maturing obligations (from the viewpoint of purchasing power) are in such a case apt to run to their full extent without offset. Funds set aside for an infant, to be available for his use when he becomes of age, should, if possible, be invested in a way to permit the capital values to grow with the growth of the country and all income to be compounded through reinvestment. Above all, they should be protected to whatever extent may be possible against loss in the market value through changes in the general level of interest rates, and against loss in real value through changes in the purchasing power of the dollar. Twenty years is the normal period of such an investment, and in twenty years grave changes can occur in the real value of bonds."

Of course, the father could act as his own investment counselor, and himself manage for his child a fund of diversified high-grade common stocks, saving the fees to an intermediate agency. The disadvantages of self-investing from the viewpoint of the head of the investment trust were stated as follows:

"A consistent policy of accumulative investment is hard for an individual to follow over a period of years, even if he has the

necessary experience properly to appraise the wide range of securities suited to such a policy.

"In the first place, the resources that he commands are rarely large enough to warrant the amount of investigation and statistical analysis which he should employ to safeguard his judgment in a highly technical field.

"Second, if he is actively engaged in other pursuits, he must charge against the results of his management the value of his own time, and in the case of active earners this is no light charge.

"Third, even under the most favorable conditions, the details connected with investment for accumulation are something of a nuisance to an individual, or even to an institutional investor, not properly equipped. It is not always easy to find suitable employment for relatively small sums received at irregular intervals. It is much easier to mingle them with other cash on hand and thus lose sight of them. A policy of accumulative investment, like all other programs in which the compounding of interest or of income through reinvestment is essential, produces noteworthy results only if continued without a break and without the diversion to other purposes of any part of the funds involved, over a long period of years. And whatever the period may be, it is to be remembered that the most important results are inevitably to be expected in the last few years."

In the foregoing plan, the managing company has widespread discretion as to the selection of securities for the portfolio, and parents would be justified in doing business only with an organization as to whose capacity and integrity it was assured through independent checkups. Such a program, if properly carried out, promises admirably to meet the investment requirements of children, and is suitable for funds of $1,000 or more. It offers an outlet for parents who desire to put away for their children multiples of $1,000 a year.

THESE VARIOUS TECHNICS for giving nest eggs to children are predicated on the assumption that it is desirable to do so. Some self-made men fear the consequences of not permitting their children to start out in the world unaided, but that viewpoint is far from general. The parent assumes more or less responsibility in every case, usually undertaking to support the child at least until he grows up.

From a taxation standpoint, it is profitable for a parent to set up a capital fund for an adult offspring, instead of keeping the capital in his own name and turning over the income for the child's upkeep and education anyway. If the parent is wealthy, he will pay taxes at a heavier rate in accordance with the theory of a graduated income tax than his children with a smaller income. As a business proposition, the proposed arrangement will also give the child experience in handling his own affairs, enabling him to learn how to budget his requirements and live within his means.

Afraid!

(*Continued from page* 30)

kept right on as if he didn't notice. "Let's have a game with them. Where are they?"

"In my room under the bed," Joe said in a very small voice. "I don't want to talk about bears."

But Uncle Frank did not seem to hear that. "Let's call them to come and play with us right now." Joe shrank a little closer to him. "That's the fun of having imaginary bears," Uncle Frank went on. "You can have them do just what you want them to—just as Jean did. Hurry up if you are going to get my hand open and then we'll attend to the bears." Joe went to work on the hand. Open it came and there was a tin whistle.

"The very thing to call the bears with!" Uncle Frank exclaimed. He jumped up and fished Joe's big Teddy Bear and the little one and a litle dog out of the box of playthings. "See, here they are! The dog will have to play he is one of the little bears." He whisked them out of sight. "Now when you whistle for them they'll come. This way." He blew a short sharp blast and then, "Now blow this way when you want them to go." He tossed the whistle to Joe. "You whistle for them to come and we'll feed them peanuts. Bears like peanuts." The bears under the bed and the familiar Teddy Bears were a good deal mixed up in Joe's mind. But it was a fascinating whistle and Uncle Frank was right there. He blew a little timidly and Uncle whisked the bears and the little dog who was playing he was a bear into sight. "I suspect they are pretty hungry. You'd better feed them these peanuts now." He passed Joe an imaginary bag and Joe tossed imaginary peanuts while Uncle jumped the bears about as if they were catching them. "Now they'd like to have you see them dance and turn handsprings." Such a circus as they had! And Joe tossed them peanuts after every stunt. He began to feel very protective toward those bears.

That night Joe said, "You don't need to leave a light any more, Mother. The bears won't come till I whistle for them. And anyway I like them now and I don't care if they do come. I've played with them and they're friends. They're nice bears!"

Untie Your Apron Strings

THERE IS SO MUCH real joy for mothers in the affection they receive from their children that there is grave danger that children may be babied too much. Perhaps in the heart of every mother is reluctance to see her child develop independence, and there may be more satisfaction than she is willing to admit in the fact that he clings to her, perhaps refuses to eat unless fed by her, refuses to go to bed unless she lies down with him. This present enjoyment for the mother will have to be paid for later by the child. It is the normal, natural thing for a child to assert his independence and assume the full limit of responsibility at the earliest possible age. Let him try, and fail if need be; he will learn by mistakes. Often it is easier to do the things for him which he is slow in doing or finds hard, but wait, give him time. The habits of dependence which are fostered by parents often make it well-nigh impossible for the boy or girl to stand alone in years to come.

Over-solicitude and the constant presence of mother's helping hand may, hard as it seems to accept the fact, actually retard the child's development. The right alternative is certainly not separation of children from mothers and fathers, nor is it coldness and lack of sympathy and love between children and parents. The boy or girl who has no beloved father and mother to confide in, sure to receive him with tenderness and affection, is a cold and lonely little person. Children, like all of us, grow best in an atmosphere of love. But it is not always easy to live wisely with those we love. Sometimes mothers need a time and place where they may be away from their children. Children also need a chance for independent activity and companionship of others of their own age.—*Eleanor Marsh.*

Make Home LOVELY the LARKIN WAY

IT'S a delight to make home attractive and "comfy" the Larkin way.

Such lovely Premiums . . . handsome furniture, choice china and silverware..lamps, rugs...everything to make home inviting...YOURS just by buying your daily home supplies on the popular Larkin Plan.

New Larkin Catalog FREE

Our big book shows 1600 worthwhile Premiums and the big line of Larkin quality Products. Gives full information on how to start a Larkin Club and earn big Rewards.

Use this handy coupon.

Larkin Co Inc. Dept. I.
Buffalo, N. Y. Peoria, Ill. Phila., Pa.

Please send me my copy of the new Larkin Catalog showing over 1600 Larkin Premiums and the new Larkin Club Magazine telling how to start a Larkin Club.

Name.....

St. & No.....

P. O.....State.....

THUMB-SUCKING CURED!

In most cases it is no longer necessary to prison a child's thumbs in uncomfortable metal cages. Child specialists now recommend

BITE-X $1.00 per bottle *postage prepaid*

Simply apply Bite-X to the tips of the thumbs or fingers. It instantly forms a coating—adhesive, transparent and unpalatable. . . Perfectly harmless. Also a tested cure for nail-biting. Satisfactory results or money refunded

Remit $1.00 direct to

CHILD WELFARE GUILD, Inc.
Dept. 39, 468 4th Ave., New York

WHAT SHALL WE NAME THE BABY?

This is the title of a new booklet, suggesting many names for boy and girl babies, with explanations of their meanings, and allusions to history, poetry and legend. Bound in Blue and gold 96c., postpaid $1.

WILLIAM LEWIN, LEFCOURT BUILDING, NEWARK, N. J.

All of the above are CERTIFIED ADVERTISEMENTS. See page 82 for Advertising Standards.

He remembers you

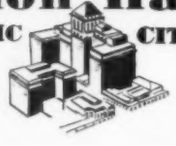
WHEN Grayson takes your hat at the dining-room door he doesn't have to give you a check to identify yourself. He remembers you.

How indicative that is of Chalfonte-Haddon Hall! For all its modernness, its profuse beauty, its unusual facilities, it has never lost its friendliness, nor its old-time spirit of hospitality. At Haddon Hall every one takes a personal interest in you.

Write for rates and literature. There is a Motoramp garage.

American and European Plans

Chalfonte-Haddon Hall
ATLANTIC CITY



LEEDS AND LIPPINCOTT COMPANY

ARE CHILDREN PEOPLE?

By GLADYS HUNTINGTON BEVANS

HAVEN'T THESE REMARKS a familiar ring?

"Well, Janey, have you been a good girl today?"

"Santa Claus only brings presents to good little boys, Billie, and are you a good little boy?"

"Dickie, eat every mouthful that's on your plate—it doesn't matter how you feel—it doesn't make any difference whether you like it or not."

"Tom, stop being so cross, even if you are hungry."

"You're a very careless little girl ever to spill your milk—leave the table."

"No, you cannot wear your sneakers today. No, I will not tell you the reason."

"Now don't cry, Barbara. Yes, I know you've hurt your finger—but stop crying."

"Get me the scissors, Anne, and then run downstairs and tell cook to put nuts in the baked apples. Well, I know, but you're only *playing house* and mother's working."

"And do you like dollies, little girl?"

"Oh, what beautiful curls for a boy to have! You don't need those curls, little boy. Give them to me."

It doesn't quite sound like one human being talking to another, does it? Well, it isn't you know. It's a grown person talking to a child! And now, if its utterly wrong approach doesn't strike you, translate it into the intercourse of grown-ups!

You know, for instance, how your husband John insists upon wearing a certain light blue shirt with a bright polka-dotted tie (in spite of his florid complexion) how your father invariably knocks over those tall iridescent goblets, and how, when your uncle used to come in from the stock-farm hungry and cross, everyone was tactfully silent and completed as rapidly as possible the circuit between uncle and food! Yet would you contemplate this:

"John, you simply cannot wear that shirt and tie again. I will not permit it."

"Father, you'll just go without your water if you cannot manage those goblets."

"For the love of Pete, Uncle George, suppose you *are* hungry—you don't have to act like a bear with a sore head. Calm yourself!"

"Will, have you been a naughty man today?"

"Sarah, have you done everything you should today and been a good little wife?"

Of course, it's absurd! But is it any more absurd than some grown people's conversation with children?

Haven't you had people make you squirm with the change of voice and manner and mental attitude that automatically takes place when they talk to a child? They consciously or unconsciously make such an effort to come down to him. Yet children are just people and we must find common ground with them as we do with grown-ups.

If you need a little convincing as to how very much children are people, try a bit harder to understand them and get into sympathy with them and you will be astonished at the parallel with grown-ups that they show in feeling and in their marked individuality. And by remembering that children are people we'll not only be giving them the fairest sort of a deal, but we'll be making solid our own position with them—which is no small matter.

Now I hear raised aloud the Voice of Protest. It says: "This is the Children's Age—you fuss over their food, and their schools, and their exercise, and their special doctors—and now you want to finish the job of spoiling them completely. You would consider them, explain to them, defer to their tastes, give in to their whims, and discuss things with them—a most perfect way to spoil them. Children should be obedient, respectful, disciplined."

Well, let us begin with obedience. Of course, we must expect this from children, for their own sakes as well as ours. If a child has intelligence and faith in you, you can put it to him very convincingly that it is best for him to obey you, and why—and he will.

The second, respect, we can handle summarily. The respect of a child—the innate respect, not just its form—will be given to you naturally, if you deserve it!

By discipline we mean the instilling of the fundamentals of self-control—and the direction of energy, not the suppression of it. This true discipline our wise and thoughtful treatment of children as people will surely bring about. For children are never spoiled by the courtesy, the sympathy, the tactful consideration, the generally intelligent treatment that is given to grown-ups.

Our Jazz Babies

SOME TIME AGO at a friend's home, a group of us were talking of music, mixing it with playing and singing and general chatter. In the midst of this, Janet, not yet four, waddled in, approved of the performance and presently her voice was heard squeaking over the rest, "Play Janet's music." Everybody was amused and she was told to get it. She came back lugging three victrola records. "We'll play just one," said her mother. "Which one do you want?" "Bach," said the baby. "Tell us the whole name, Janet." "Gavotnee" (or something nearly like that), piped the baby. "It is the Gavotte in E, played by Kreisler. Perhaps she will do her version of dancing with it," explained her mother.

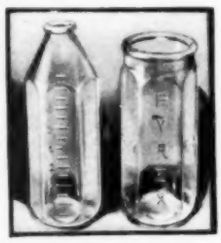
Janet and her brother knew six classical pieces, including a record of nursery rhymes. They could ask for them by name or recognize them when they heard them. We deluged the mother with questions. She had so little time and yet her babies were getting a marvelous start.

"It is a simple 'arrangement," she explained. "If you have a victrola and are impressed with the idea that it is fine for them to have and know their own music, the result is easy to obtain. It then only rests with you to pick out good music and that is so easy. Short pieces to begin with, for they are the quickest learned; marches and dance music and the children are prancing in no time, songs are good if clearly enunciated, or if the children know the words beforehand, as in the case of nursery rhymes and Stevenson's "Child's Garden of Verses." If the novelty wears off or interest lags, a little story in any way connected with the song or dance will make the music mean that much more and again light up interest. Some of the results are not only enlightening but very funny. Janet struggled to learn the name of Handel's Largo, simply that she might successfully keep me from playing it, and express how much she did not like it. Why she didn't I don't know, but I was nevertheless pleased, for aversion is far in advance of indifference and shows that the music has taken hold and awakened a response.—*Lois Haupt.*

NEW 4 ounce size

adapts Pyrex Nursing Bottles to all feeding needs

Ready now—this new size: Mothers and doctors asked for this 4-ounce bottle—for baby's orange juice, drinking water, medicines or special foods. Narrow neck only. Price 15¢.



Regular 8-ounce size: The two shapes baby specialists approve — narrow neck or wide mouth. Virtually no risk of bottle breakage when you use Pyrex Nursing Bottles.

DOCTORS recommend Pyrex Nursing Bottles. Made of safe Pyrex resistant glass, they can be plunged, cold, into boiling water or, hot, into cold water and thus hygienically sterilized with minimum danger of breakage.

6-sided—Pyrex Nursing Bottles do not slip from your hand or from baby's. There are no sharp angles on the inside of the bottle. It is rounded off broadly so that it is very easy to clean.

Flat-bottomed—Pyrex Nursing Bottles stand firmly.

Ounces and half ounces—are plainly marked.

Pyrex Nursing Bottles are made by the makers of Pyrex Ovenware. Corning Glass Works, Corning, N. Y.

Trade-mark "PYREX" Reg. U. S. Pat. Off.

BABY IS SAFE IN THE CAR

BABY Specialists and thousands of mothers endorse this safe, comfortable way to motor with baby. Complete freedom for mother to drive or relax. Bassinet fits any car, instantly removed for use in hotel or home. Shock absorbing springs. Folding hood. No screws in upholstery. **Detachable wheels** supplied if desired quickly convert Bassinet into baby carriage. Costs less than any carriage alone. Splendid gift. From dealers or by mail. Send for descriptive folder. Money refunded if not pleased.

Bassinet on Carriage Chassis

GORDON MOTOR CRIB CO., Inc.,
Dept. 9-B, 8 Bridge St., New York, N. Y.

You may send illustrated folder and name of nearest dealer

Name .....

Address .....

Is one nipple as good as another? Think! You sterilize the articles used in preparing the baby's food—sterilize the bottle—but will the nipple which comes in direct contact with the baby's mouth stand sterilization after each feeding?

Ingram's Transparent Nipples are made of the finest Para rubber which guarantees absolute purity—will stand repeated sterilizations—cost no more and will outwear other nipples.

ERNEST MONNIER, Inc., 127 Federal St., Boston, Mass.
Please send me free sample nipple.

NAME... .....

ADDRESS..... .....

HOME MOVIES

By LOUIS M. BAILEY

Amateur Cinema League, Inc.

MORE TRICKS AND STUNTS

LAST MONTH some of the amusing and thrilling illusions which you can bring to your own home movie screen simply and easily were described and the way they can be made was outlined. Here are some more suggestions for camera magic; they will fascinate the children and prove sure-fire entertainment for grown-ups.

RUN-OVER FILMS—If a train or automobile comes dashing towards you on the screen and seems to run right over you, it is, to say the least, a most startling illusion. However, a cigar box in which to place the camera is all that is necessary to turn the trick. Having so placed the cine, with its lens tilted upwards in the direction from which the juggernaut is to come, it is only necessary to have an assistant press the starting button while you drive rapidly towards the camera and over it, then stopping the mechanism. If the camera is to be placed on a street car or railroad track, it should be firmly fastened in position so it will not be displaced by the vibration.

VANISHING ACT—The same basic idea as that just described provides this mystery subject. Have the camera similarly tilted and placed on the ground. Then have the person who is to vanish come running towards the camera and jump over it. On the screen he will appear to have jumped into the air and vanished. This is lots of fun at the beach.

BACKWARD FILMS—When a diver appears, on the screen, to rebound from the water feet first and soar through the air to a springboard, it is a signal for open mouths to the uninitiated. However, this and similar tricks are very easy. It is only necessary to hold your camera upside down before you start filming. Steady the camera on your forehead instead of the cheek and you will be able to use the finder to keep your subject in the field of view. When your films have been returned from the laboratories, these backward shots should be cut out and spliced back in, reversed end for end. The screen results will vary from the ridiculous to the startling.

COSTUME ACROBATICS—If someone is walking down a populous street and, in a wink, seems to have completely changed clothing, your audience will find the effect most amusing. The result can be heightened by providing extreme contrast in the costumes. A bather in a conventional swimming suit, wading out into the water, can cause a riot of mirth if he suddenly continues to wade in full dress and high silk hat, especially if he appears to be unaware of the magical substitution. To secure the effect, set the camera on a tripod, start filming, then have your subject stop. Mark the place he was standing, have him retire to change costume, take up the first position in the new outfit and then start filming again.

Clapp's ORIGINAL APPROVED BABY SOUP AND STRAINED VEGETABLES

In Glass

Save Mothers Hours of Work

Mothers—when your babies are about six months old, your doctors will advise Strained Vegetables to supplement the milk diet and increase the supply of mineral salts necessary to produce healthy bones and teeth.

Now is the time to find out why Clapp's Strained Vegetable foods are prescribed by over 5000 specialists, and why babies love them.

Why they save mothers 24 hours a week cooking and kitchen time and why, as they are ready to use except for diluting and heating, they are equally convenient to use at home or traveling.

Write today for booklet "Strained Vegetables for Infant Feeding," telling about the preparation of these fourteen foods —(Baby Soup, Wheatheart Soup, Liver Soup, Seven Different Vegetables and Three Fruit Pulps) and their distribution in glass jars through a local agency whose name we will send.

[In cities your dealer's name is listed in the classified telephone directory under Clapp's Baby Foods.]

Ask your Doctor

HAROLD H. CLAPP, INC.
1331 University Ave.
Rochester, N. Y.

Please send booklet
"Strained Vegetables For Infant Feeding"
Use margin for Name and Address

BREAK the THUMB-SUCKING HABIT

End this habit and prevent protruding teeth, facial deformities and other harmful effects.

Dr. Thompson's Sanitary Rings permit perfectly normal use of thumb or finger. Free booklet explaining evils of habit. Enclose $6.00 for two Sanitary Rings, plus 15c postage. State age of child.

DR. THOMPSON'S SANITARY RINGS
Child Welfare Department
1814 H. Medical Arts Building, Chicago, Ill.

Skin Health Derived from Daily Use of the

CUTICURA PREPARATIONS

Price 25c. each. Sample free.
Address: "Cuticura," Dept. 3B, Malden, Mass.

"AFTER SECOND APPLICATION
*Baby's Rash Disappeared"**

Dozens of enthusiastic reports like this are being received from grateful mothers who are finding new comfort for their children in LACO Sterilized Baby Powder.
You, too, can bring added safety and comfort to your children. Just as baby's bottles and nipples are sterilized, so now you can obtain the *sterilized* toilet powder—the only safe standard for baby's most intimate toilet requisite.
Laboratory tests prove that LACO Sterilized Baby Powder contains *no* bacteria. Why take chances with ordinary powders? By using LACO—the sterilized kind—you can be sure that *your* baby is not exposed to needless and dangerous infection. This exceptionally soft and soothing powder relieves chafed conditions. Its long lasting covering and waterproof qualities protect baby's skin from external moisture and retard ammoniacal fermentation of the urine (diaper rash). LACO *Sterilized* is recommended by child specialists, hospitals and nurses. Readers of Parents' Magazine will realize what this means to baby's tender skin—to his comfort and to his sunny disposition.

FREE TO MOTHERS

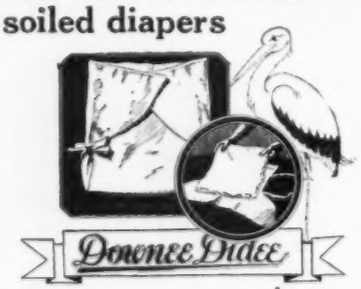
Just send us your druggist's name for a FREE full sized can of LACO Sterilized Baby Powder and also a cake of LACO Castile Soap.

LACO STERILIZED
Baby Powder

*From an actual letter now in our files.

LOCKWOOD BRACKETT CO.
DEPT. P9, BOSTON, MASS.
Please send me Free, a full-sized can LACO Sterilized Baby Powder and cake of LACO Castile Soap.
Name.....
Street.....
City..... *State*.....
Druggist.....

Mothers—now you don't have to wash soiled diapers



What a relief it is to use Downee Didees! When they are wet or soiled, simply throw them away like tissue, and replace with another soft, comfortable Dee Dee Pad. Wonderfully convenient for trips and vacations. Sanitary and easy to handle. Absolutely prevents diaper rash. And they cost so little. Just try them—you'll be delighted.

Special Offer: 2 Downee Didees and 3 packages of pads, only $2.75. Small pads for babies up to 4 mos. (40 in pkg.); medium, 4 to 9 mos. (34 in pkg.); large, 9 mos. and older (30 in pkg.). Extra pads 55c package. Use coupon—order today.

Downee Products Co. Sioux City Iowa
I enclose $2.75 for special offer of Downee Didees and pads. Send SMALL — MEDIUM — LARGE size. (Check size wanted.)
Name .....
Address ..... P.M. 9

Parental Problems

(*Continued from page 34*)

DUE *to her classification in school and the lack of assortment in our neighborhood, my little eight-year-old daughter is associated almost exclusively with children two or three years older than herself* who are rapidly losing zest for childish amusements and who never miss an opportunity to enlighten their younger playmate on vital questions.

I organized a children's club which meets at my house once a week and twice through the summer months. We take for a goal some seasonable tasks as the making of gifts during the two months preceding Christmas, valentines in February, Easter novelties at Easter time, with only a part of the time spent in this sort of activity. We open our meetings with enough parliamentary routine to keep them from suspecting that my purpose is to prolong their childhood. The rest of the time is given to candy-making, interesting childish games, hikes, weiner-roasts and picnics. They even voluntarily portion out my house-cleaning or whatever they find me doing when they come on non-club days, as they know they're welcome to do, so we can "get through and play" or read aloud or have an impromptu play.

I am working on the theory that if their time is filled with wholesome things to think about and to do, they won't have so much time to spend on the undesirable. And about the things they are apt to tell my little girl —well, I simply beat them to it, trying to present facts in such a way that the children's crudeness will be distasteful to my daughter. I am convinced that in this way she is acquiring a moral foundation that is unshakable.—*Mrs. L. R. W., Texas.*

BOBBY, *my young son, tried to bargain with me over his duties.* This was due to the fact that his playmates were paid either in money or in special privileges for running errands, assisting with household tasks, or doing some bit of outside work. I feel strongly that it is a mistake to hire children to do their share in the household, but I began to have difficulty in obtaining from my son a willing response to requests for help. I decided to adopt the following plan, but first made sure that he fully understood that there was no feeling of revenge or retaliation on my part. An agreement was made that for a day neither one of us was to expect any service from the other. This arrangement was entered into with some misgiving on my part, but on Bobby's part was accepted with glee. During that day I found it necessary to check my impulse to comply with such requests as, "Mother, may I have a lunch to take on a hike? Mother, will you mend my sweater? Aren't you going to give me my dinner, Mother?" In each case he was kindly but firmly reminded that "a bargain is a bargain," and we would both be sportsmanlike and keep our agreement. Next day I overheard Bobby telling a playmate that he liked to help his mother because she did so much for him. From this time, his attitude toward his duties changed and he was entirely willing to do his fair share.—*Mrs. W. T. C., Wisconsin.*

MARY, *my eldest child, aged nearly five, was a most unsatisfactory messenger when sent upstairs to fetch things.* When we moved into a two-story house, I realized that with my large family to care for, I must conserve my strength by eliminating stair climbing as much as possible. Accordingly, I kept all drawers, shelves, boxes and closets on the second floor in systematic orderliness. Despite this, when Mary was sent to fetch something, she would come down announcing, "I can't find it," or "It isn't there." I resolved to find out why an apparently intelligent child could be so inefficient. By patience and questioning, I

500 PICTURES WITH $5 WORTH OF FILM

IT'S THE KIND of camera you need, the Memo. Not much larger than your hand, it takes 50 pictures with a 50-cent film. Takes them fast and sure too. Your subject doesn't have to be still. Just snap the Memo to your eye and, presto, another unusual picture is yours. And versatile! The Memo gives small prints for illustrating letters . . . enlargements for the album . . . and, best of all, complete reels with titles to show on the screen. Whatever other cameras you have, you need a Memo — the different camera that applies photography to hundreds of new uses.

Memo pictures are shown on the screen by theMemoscope $19.50

Memo Camera $20 including Case. Focusing Models to $40

AGFA ANSCO OF BINGHAMTON, N. Y.
Please send me free 56-page Memo handbook
Name_____
Address_____ 14

Behavior Problems of Children

Habit Training in the Home

Psychological Service—Advice on Schools

SELECTED GOVERNESSES UNDER SUPERVISION

Psychiatric Case Work—Visiting or Resident; Tutoring, etc.

A Service Without Geographical Limitations for All Children, Normal or Handicapped

ASSOCIATED GUIDANCE BUREAU, INC.
JESS PERLMAN, Director
Consultation by Appointment
ONE EAST FIFTY-THIRD STREET
NEW YORK CITY
Telephone—Plaza 9512

Fill Out Coupon on Page 10 if we can help you to select a school for your child.

found there were five reasons for it. One, Mary had forgotten by the time she reached there what it was she had been sent for. Two, Mary did not wait to listen carefully to find out what it was I wanted and consequently didn't know what she was sent for. Three, her vocabulary was far more limited than I supposed, the meaning of such words as chifforobe, wardrobe, bag, upper and lower, underneath, left and right, being either unknown to her, or else she was unable to interpret their significance. Four, repeated failures at accomplishing her errand had made her lose confidence. Five, her knowledge of the location of articles was hampered by the fact that she had not had a part in putting things back in their proper places. To obviate these difficulties, I would have her repeat the name of the article for which she was being sent, and its location, and then when she was unsuccessful, cheerfully go up with her, teaching her the meaning of whatever word or phrase it was that was keeping her from locating the article. Mary's every unsuccessful effort was cheerfully aided to a successful completion, every successful effort praised, until now, after a few weeks, she is most efficient, both in fetching and restoring articles to their places.—*Mrs. J. R. M., California.*

CHARLES, *aged seven, was always late*—not only for school, but for meals, for Sunday School, everywhere he went, and with everything he did! We decided on rewards rather than punishments and so I arranged a large "success" chart with a gold star to be given at the end of each day. If at the end of the day he had been on time for school, was at breakfast at eight-fifteen, duly washed and brushed, and on time for all of the other meals, he was to have a star to paste in the square for that day. Charles liked the idea right away. Here was something tangible, something that he could see, a star that he, himself, could paste on, as certain grimy finger marks on the chart testify.

I said nothing at first about any reward for the stars. We believe in simplicity in everything for the children—food, clothes, amusements, even rewards, and if the star sufficed, well and good. But I was suspicious that it would not, as Charles is canny; so, not at all to my surprise, after a day or two, he said, "Say, Mother, what do I get for being on time? A penny a star?"

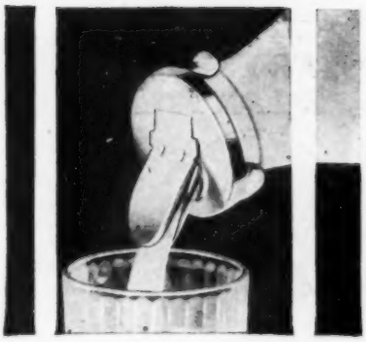
You should have heard the howl that went up from the other children! "Well, I should say not!" "A penny a star—ho-ho!" "Who does he think he is, getting a penny a star for what we do anyway?"

That is a great advantage with a large family. They settle many problems. We all talked it over, and decided that if at the end of a month Charles had not made more than three mistakes, we would take them *all* to the first worth-while movie that came. As movies are few and far between in their young lives, it was a great treat and naturally the other children had a personal interest in Charles' success.

We have made it clear to our son that we are *helping him* to succeed in being on time. We have co-operated with him, praised him when he has succeeded and sympathized with him to the extent of assuring him that we know he is going to do better the next day when he has come to me and said, "Mother, I'm sorry to tell you, but I didn't earn my star today."

When his grandparents have come to see us we have said, "Do you realize that Charles is always on time now? No matter who else is late, we know that Charles will be on time."

As a result of his training in promptness the boy has gained a new self-respect, a new sense of responsibility that he had not possessed before, and a new thoughtfulness. —*Mrs. A. E. D., Cleveland, O.*



Safe and Convenient
STAPURE

. . . . a pouring, dripless cap that fits with an airtight seal over the top of any standard milk bottle.

Makes a germ-free, ever-ready pitcher of the milk bottle—cleans and sterilizes easily. No lodging places for bacteria.

Pin $1.00 to this adv., print your name and address clearly in the margin and mail to us. We will send you 3 Stapures by return post. Your money back if you can get along without them.

ISLA MFG. CO. M.O. Dept.
120 Milk Street - Boston, Mass.

Sweet, Clean HAIR *and* HEALTHY HEADS

When School Begins

The new school term, with new environment and new associates, is something to think about but not to worry about. Start your children with a Derbac Health Shampoo and feel sure their hair and scalps are well protected.
Doctors, mothers, teachers, nurses all over America and Europe recommend a Derbac shampoo once a week for hair and head health—*good for all the family.*
A 20-shampoo cake of Derbac for 25 cents at your druggist, or write to us, enclosing stamps or coin.
FREE—An amusing, instructive booklet to interest children in hair care. Mail coupon for your copy of "Wouldn't We Look Funny?"

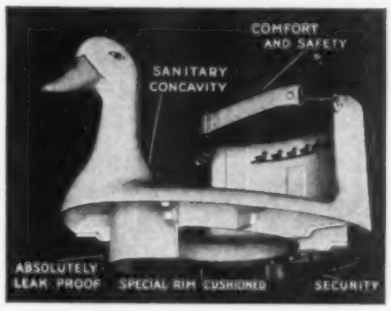
Derbac
HEALTH SHAMPOO

CEREAL SOAPS CO., INC., Dept. P-9
334 East 27th St., New York, N. Y.
Please send me free copy of your "Funny" booklet.
Name .....
Address .....
.....
School .....
Druggist .....

Swan Nursery Furniture in Colors

Swan design nursery furniture in ivory, green and orange. In sets or separate pieces. Low cost.
Catalog 5-P shows famous National Champion Porch Gates, Play-yards, Swan Furniture, etc. Write today for free copy.
HOLMQUIST-SWANSON CO. 4539 Thomas St. Chicago

DOO-TEE INFANT TRAINER



What are Regular Habits Worth?

Forget that DOO-TEE saves hours of a mother's time each week . . . Forget the bathroom cleanliness that follows its use . . . Take no account of the work it eliminates.

Consider only this:
That it automatically trains the child in habits of regularity . . . That such habits are a life-long asset . . . That child psychologists stress the vital importance of such early training.

Is it wise to bring up a young child without the benefits which follow the use of DOO-TEE?

DOO-TEE
Sold by Leading Department Stores & Baby Shops

DOO-TEE CORPORATION,
615-23rd Avenue, Oakland, California.
Enclosed find check to the amount of $6.50, for which you will ship one DOO-TEE *Infant Trainer in Ivory.*
Name _____
Address _____
_____

YOUR BOY » »
Give Him This Chance to Play In a Band

WITH a sweet-toned, easy-playing Pan-American instrument he'll learn quickly—take his place in the scout or school band almost immediately—develop his talent—build character. Pan-Americans are factory guaranteed, moderately priced.
FREE TRIAL: Send coupon for details and literature on any instrument for the band.

PAN-AMERICAN Band Instrument and Case Co.
914 Pan-American Bldg., Elkhart, Ind.
Please send literature and details of trial offer on
_____ Instrument
Name _____
St. or R.F.D. _____
City _____
State _____ County _____

All of the above are CERTIFIED ADVERTISEMENTS. See page 82 for Advertising Standards.

Baby cross? This will bring back his smile

There is nothing like Sykes Comfort Powder for the hot weather comfort of children. The poor little tots need all the help you can give them. Nothing is quite so smooth, comforting and pleasant as Sykes Comfort Powder, which has been used by leading physicians and nurses for thirty years.

Use the coupon below to obtain a generous free tin of Sykes Comfort Powder. It may save your baby a lot of misery. Sykes Comfort Powder is carried by druggists in two sizes—25c and 50c per tin.

The Bay Company, Bridgeport, Conn. P.-9

Please send me, free, a tin of Sykes Comfort Powder.

Name .....

Address ..... City .....

Children's Style Book FREE

PICTURES everything to outfit babies and children up to 12 years of age. Complete layettes, dresses as low as 49 cents; coats from $1.98 to $15.98; rompers, shoes, sweaters, everything a baby or boy or girl wears in the newest styles. All at low prices. Satisfaction guaranteed. Style Book Free. *Write today.*

Lane Bryant Address Dept. 633 39th St. at Fifth Ave. **New York**

THUMB SUCKING

Safety Thumb Guards will safely and quickly cure your child of this bad habit.

Guards ingeniously constructed of one piece of German Silver Wire. No ends to loosen, to injure the face or eyes. *Used for fingers also.*

Perfectly safe and sanitary.

Complete instructions with guards.

Price, $1.75 per pair, postage prepaid. State age of child when ordering guards. Satisfaction Guaranteed.

Patent Applied for

THE SAFETY THUMB GUARD CO.
Dept. P New Haven, Conn.

LITTLE BOYS TOILET SHIELD

A hygienic necessity in every home where there is a boy from 6 months to 2 years of age. Prevents wetting on clothing, floor, and seat when on the toilet. It is made of white enameled metal, and fits any infants' open front toilet seat. Endorsed by leading pediatricians. If your dealer cannot supply you it will be sent direct on receipt of check or money order for $1.

BRYANT CO., SUITE 1215, 162 N. STATE ST., CHICAGO, ILL.

Family Fun

(*Continued from page 38*)

Now we have reached the stage where all three children can give father and mother a good run for the game, and the addition and subtraction are quite complicated. We continually add fresh difficulties to what is already a thought-producing evening.

Since each child began to play just at the time he or she needed practice in the "combinations" being learned in the schoolroom, we have always felt the fun was decidedly helpful to the marks on the report cards. Another by-product of the fun is the feeling of family sharing that comes with the doing of common tasks together.—*Mrs. J. L. W., Longmont, Colo.*

WHAT PAGE IS IT?—To spend an enjoyable hour with the family or friends some evening try this game. The leader takes a large book or catalog and tells the group how many pages are in it. He then opens it anywhere, and asks them to guess what page he has opened to. The one who guesses the nearest to the correct page is entitled to three points, the second closest guess wins two points, and the third, one point. For each game, the leader opens the book or catalog ten times. Each player keeps count of the points he has won. The player with the highest score wins.

If you wish to play this game a little differently, take a pile of a few books, and let each person guess the number of pages in each book as it is held up.—*L. B. K., Dothan, Ala.*

WHAT ODOR IS THAT?—This game will help to pass the time when the family is driving in the country. The players close their eyes and notice any odors. At the end of about ten seconds, the leader calls time and each tells in rotation the things he smelled. The one who smelled the most wins. Our sense of odor is so often neglected and the scents of the countryside are so charming (usually) that everyone should have a chance to realize them consciously. Often a casual sentence such as, "Queer, how differently things smelled this morning than this afternoon," will precipitate a conversation which shows that even the youngest notices the contrast between dew-laden fields and fields dried by sunshine. The same game may be varied by substituting listening for smelling.

FAMOUS NUMBERS—Each person thinks of a number. Then the leader tells his to his left-hand neighbor, who must respond with something connected with the number. For instance, one says, "My number is four." Player two might say, "There are four wheels on an automobile," or "Pussy has four kittens." He then gives his number, perhaps twenty-four, which could bring to mind two dozen, the hours in a day, or even 4x6.

LETTING OFF STEAM—Strange as it may seem, when children have been noisy and quarrelsome, it is often a good idea to encourage more noise! After one group of children had been to a fair and had seen some Indians giving their war dance, it required very little encouragement for the group to give their version of the war chant. Another plan is to assign a verse or chorus of a well-known song to each child and on the proper signal each begins to sing his own song and continues until laughing too hard. It is advisable to select a quiet countryside for these games! Rounds are really fun and children can become remarkably proficient in carrying them on. By learning a few of the old-time ones, the party will be enriched by pleasant associations.—*D. B. B., New York City.*

Everything to Make Children Happy

TOYS-GAMES PLAYTHINGS

THEY are here for your selection now . . . every entertainment device imaginable . . . to provide fun for children and bring them more joy.

Games for indoors, Playthings for outdoors gathered from the master-craft shops of Europe and America. Come, make the home a happier place for the kiddies . . . select playthings from Mayfair for them.

Fully Illustrated Catalog Sent Free on Request

WHAT YOU BUY at MAYFAIR IS ALWAYS the BEST

Mayfair Playthings Store

9 East 57th Street, New York City

Save Your Baby

from danger of contaminated milk

Colic, bowel trouble and other dangerous digestive upsets are often caused by carelessness in preparing and storing food. **Physicians urge thorough sterilizing of baby bottles, nipples and utensils.**

Baby-Bottle-Kit

Kills dangerous bacteria. Guards baby's health. Aids busy mothers. Holds six 8-oz. feedings. Keeps milk sweet and wholesome. Indispensable when traveling. Pack with ice, carry day's feeding anywhere. Handsomely made of thick aluminum. Price complete with six "Baby Bunting" oval nursing bottles, aluminum funnel, rubber stoppers and glass gruel container, $5. West of Mississippi $5.50. Canada and foreign $6.00. Order today or write for free folder.

Free Folder Tells How

Therma Products Co.
Dept. 9, 1139 Ohio Bldg. Toledo, Ohio

These double tipped SWABS are doubly safe

—Safe because they are packed in sanitary, dustproof packages—safe because both ends are tipped with soft, clean, boric-dipped cotton. Mother finds Q-Tips handy for cleansing baby's nose, eyes, ears, navel, for applying antiseptics and for 100 other uses. Doctors and nurses endorse them. Sold everywhere in dainty boxes in 25c and 50c sizes, or write Dept. 21, Q-TIPS, INC., 32 East 31st Street, New York.

Q'TIPS
DOUBLE TIPPED SWABS

REG. U.S. PAT. OFF.

Pant-ease Side Pinning **DIAPER**

YOUR BABY—HAPPY AS A KING

Wearing these soft, knitted cotton diapers that pin at the side—no more chafing, because Pant-ease are scientifically designed. Easy to change—easy to launder—fine for training the baby. Sold at Department Stores and Children's Shops, or direct from us. Per dozen, small $2.50; large $3.00; extra large $3.50. Write for free booklet.

INFANT WEAR CO., DEPT. 328, PERRY, N. Y.

Do You Need Extra $ $ $ $

EVERY month we send hundreds of dollars in commissions and bonuses to representatives who take care of local renewal and new subscriptions for us.

Some mothers earn as high as $40.00 a month in this work. You don't need any experience, either. We show you just what to do. Your earnings begin immediately.

You, too, can profit!

Here's what a few of our representatives think of this opportunity:

You will find my check to cover the 12 subscriptions included in this order. I wish to thank you for the opportunity you have afforded me in the very good commission.
Mrs. A. B. D.
Indiana

It is only that I want to tell all my parent-friends of your splendid magazine for their own sakes, and since many have already subscribed upon my informing them others probably will.
Mrs. H. D. S.
New York

I nearly always get a subscription when I leave a sample copy with my friends.
Miss M. S.
Texas

Let us show you, too, how to turn your odd moments into extra dollars to spend or save. Fill in and return the coupon below. The next mail will bring a pleasant surprise!

If it's DOLLARS you want, send this coupon TODAY

THE PARENTS' MAGAZINE
255 Fourth Avenue
New York, N. Y.

I can use extra dollars. Please send me details of your subscription plan.

Name .....

Address .....

City ..... State .....

9-30

Out of the MOUTHS of BABES

One dollar will be paid for each child's saying published in this department

MY son, aged three, had been watching his grandmother (who was just learning golf) practice a few strokes on her back lawn. After watching a few minutes, he asked, "Now, Grandma, can I have the stick and help dig up the lawn?"—*Mrs. W. V. M., Mt. Vernon, N. Y.*

VIRGINIA, aged four, frequently went to play with Alice, aged eight, whose father is a mechanic. One afternoon he hustled home without cleaning up. Virginia eyed him closely as he passed into the house. Then she turned to Alice and said, "Does your papa play in the coal?"—*Mrs. R. H. B., New Britain, Conn.*

BOBBIE and his mother, downtown in a rainstorm, were beginning to feel rather uncomfortable. Mother said, "Just see it rain! And the *Times* said it would be clear today."

"I guess God doesn't take the *Times*," replied Bobby, thoughtfully.—*Mrs. R. B. F., Tulsa, Okla.*

LITTLE Mae, four years old, when told that a noise from the cellar was a burglar, replied, "Oh, but I don't believe in burglars."—*H. P. B., Rutherford, N. J.*

BILLY, aged six, was told that he had to go to the hospital to have his tonsils removed and his mother was bolstering up his morale. "I'll be brave and do just what you tell me, Mother," he promised, "but I betcha one thing—they don't palm off no crying baby on me like they did when you were in the hospital. I want a pup!"—*H. M. W., Washington, N. J.*

LITTLE Jeannette poked her head in our doorway one evening to invite us to her wedding. "Going to be married? Why, we didn't even know you were engaged! Have you a ring?"

"Oh, yes. I have a ring with a diamond and two gallstones!"—*Mrs. J. F. K. H., Quakertown, Pa.*

DADDY was telling the children the story of Columbus discovering America and as he finished he said, "And who do you think he found here when he reached America?"

One of the little ones piped up, "Grandma."—*Mrs. H. B. H., Overlea, Md.*

I WAS warning my little neighbor about being careful crossing streets. "Oh, don't worry," the child assured me. "I always wait for the empty space to come by."—*R. K., New York City.*

FOUR-YEAR-OLD Melvin, in asking for some tiny, hard candies, said, "If you give me two and two more that will be four." His mother, seeing a chance for teaching some simple arithmetic, said, "And if I give you two and three more, what will that be?" With shining eyes and great enthusiasm, he replied, "That will be fine!"—*Mrs. M. F. J., Shreveport, La.*

THE Sunday school lesson was about Simon Peter, and after the opening exercises of the class the teacher asked what Peter's other name was. The new little girl raised her hand in excitement and proudly answered, "Rabbit!"—*Mrs. H. C., Akron, O.*

The Child's Emotions

Discuss your problems with these 28 experts

$2.50

Children and Movies

BY ALICE MILLER MITCHELL

Mrs. Mitchell knows what 10,052 children think about the movies. Check your facts with hers.

$2.00

Building Character and Intelligent Parenthood

Workable, intelligent advice from The Chicago Association for Child Study and Parent Education. Each, $2.00

The University of Chicago Press

New Money Making Profession for Women

YOU can earn a handsome income every month in your own home operating a Private Kindergarten. We show you exactly how, from beginning to end. No previous experience necessary.

Private Kindergartens EARN BIG MONEY

Mothers everywhere are delighted with the opportunity to send children to private school before they are old enough for public schools. Wonderful for children too. You can become financially independent in this permanent, pleasant, new profession.

Write for Free Book Let us send you the facts about our Home-Study Course in Kindergartening. An ideal profession for women of every age. Our instruction shows how to get pupils, how and what to teach, how to conduct Kindergarten. Write now for free book. Address

School of Modern Kindergarten Training, Inc.
89 Searle Bldg. Rochester, N. Y.

Stop this!

Avoid disease-bringing cats, dogs and insects; keep a PERFECTION Sanitary Milk Bottle Container in a handy place, so that driver can put milk, cream and butter in it. Also protects against heat in summer and freezing in winter. Holds ice—can be used for auto trips. Size 10x12x4 inches. Gray enamel finish. At dealers and dairies, or order direct.

No. 101—Insulated, $2.25 postpaid

PERFECTION MFG. CO.
2701 N. Leffingwell, St. Louis, Mo.

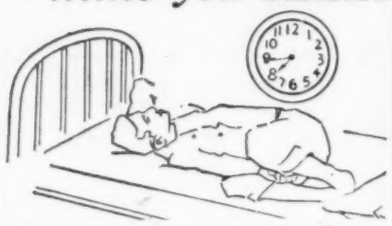
FREE RADIO CATALOG

LOWEST WHOLESALE PRICES

168 pages of radio bargains. New 1931 Screen Grid, all-electric, A. C. Sets in beautiful Consoles—also battery operated sets. Write today.

ALLIED RADIO CORPORATION
711 W. LAKE ST. DEPT. 50 CHICAGO

ACROBATICS *while you* SLEEP



Are you *sure* that you "slept like a log" last night? Or, would a moving picture machine reveal you rolled up like a ball, twisted like a rope or hanging over the side of the bed like a line of clothes? Drs. Johnson, Swan and Weigart took movies of **150** sleepers. The results were astonishing. They show that a soundly sleeping, healthy man may struggle through forty or fifty different positions nightly, not one of which will be held more than an hour. A description of this extraordinary, scientific experiment, with pictures of **33** "sleeping beauty" postures appears in the September HYGEIA, the Health Magazine of the American Medical Association. It is a real contribution to an all-important subject.

COLDS *and* The Other Fellow

You have heard that colds are contagious, and you would like to know just how they are spread so that you can allay unnecessary fears and sensibly avoid the cold-infection. The September HYGEIA contains a timely discussion, by Dr. Rachael Ash, especially directed to parents and teachers, explaining the way colds spread and how to keep yourselves and your children from catching the debilitating cold-germ—a most helpful article with the cold season just around the corner.

Other Vital Features in HYGEIA

"How Much Should the Patient Know?"—"The Tardy But Tempting Tomato"—"The Movies in Medicine"—"The Undernourished School Child"—"Questions and Answers"—these are only a few of the features of the September HYGEIA. Every article is written by an authority who proves theory with practice. The language of HYGEIA is non-technical, simple and even entertaining. Every issue is a gold mine of reliable health information. As you value your health you will value HYGEIA.

Special INTRODUCTORY OFFER HYGEIA

The Health Magazine

6 months for $1.00

$3.00 the year

AMERICAN MEDICAL ASSOCIATION PM-8
535 North Dearborn Street, Chicago

Enclosed find $1.00, for which send me HYGEIA for six months in accordance with your special introductory offer.

Name .....

Address .....

What's What in Immunization

(*Continued from page 22*)

infections, for instance of the skin, where vaccine may have a direct curative effect.

The chief use of serums, on the other hand, is in the cure of diseases already developed. Serums are prepared from the blood of an animal, usually the horse, which has been immunized against the disease in question. The blood withdrawn from the animal is allowed to clot; the liquid part then remaining constitutes the serum. Serums which render harmless the soluble poisons or toxins formed by certain species of bacteria are known as antitoxins. Of these the most useful are those used in diphtheria, tetanus or lockjaw, and scarlet fever.

The use of the diphtheria antitoxin not only initiated the modern science of immunology, but has proved one of the greatest practical blessings of our time. It has already greatly reduced the numbers of deaths from this dreaded disease and its increased use will do much to make it unknown. Scarlet fever antitoxin is newer, but it appears promising in the treatment of a disease too frequently marked by dangerous complications.

Even where bacteria do not form soluble poisons which can be treated with antitoxins, serums have been successfully used, notably in epidemic meningitis and one form of pneumonia. Serum is now being used to combat meningitis and has been very beneficial in reducing the blindness, deafness, paralysis and arrested mental development which may mar recovery. Serums have also been prepared for the treatment of childbed fever, erysipelas, certain forms of dysentery and other diseases. These have not yet been highly successful because, as with vaccines, the treatment may be for one strain of the bacteria while the infection is being caused by another strain.

WHILE SERUMS are used to treat diseases already established, antitoxins, like vaccines, do have protective value, though the immunity thus developed is of short duration. Our present ability to protect more completely against diphtheria is due to a comparatively recent development in the use of antitoxin. It has been discovered that when a harmless mixture of toxin and of its corresponding antitoxin is injected, the gradual liberation of the toxin, although it does no harm, stimulates the body to develop its own protective substances. It is these which then give protection against the disease. This self-protection, induced by toxin-antitoxin, is of much longer duration than the protection afforded by the use of antitoxin alone.

It is necessary, however, to add a word of caution in regard to antitoxin or serum preparations. Every effort is being made to protect the public from inadequate or even harmful preparations. The U. S. Public Health Service is charged by law with the duty of controlling the manufacture and interstate sale of these products. Anyone who buys or administers them should therefore make sure that the product is recommended by The Public Health Service.

In many communities this toxin-antitoxin immunization against diphtheria has been made a part of the school routine. The same procedure is now being developed against scarlet fever. It is now possible to determine whether an individual is susceptible to either of these through the use of simple and harmless tests. That for diphtheria is known as the Schick test, after the name of its discoverer; that for scarlet fever is, for the same reason, known as the Dick test. The successful immunization of children against these two diseases would eradicate both.

In spite of the great strides made by bacteriology since 1880, the actual causative

A SIEVE THAT SAVES YOUR HANDS

The SUPER SIEVE★ Rotary Colander

Baby's First Solid Food!

Now it's easy to sieve cooked fruits and vegetables. Just pour them piping hot into the Super-Sieve Rotary Colander. Rotate handy hard wood roller and food comes through QUICKLY in smooth, puree form—just right for baby's first solid food. Saves time and labor. A remarkable Combination Colander, Sieve, Ricer, Fruit and Vegetable Press with many DAILY uses. Approved by Good Housekeeping Institute. At stores or by mail $1.50. Fully guaranteed.

THE TYLER MFG. COMPANY
Dept. C-90 Muncie, Indiana

CROWN LAVENDER SMELLING SALTS

At home, at the theatre, while shopping or traveling, or if you find yourself in stuffy rooms or crowded places, the pungent fragrance of Crown Lavender Smelling Salts clears the brain, steadies the nerves, counteracts faintness and weariness. It is invigorating — a delight and comfort. Sold everywhere. Schieffelin & Co., 16-26 Cooper Sq., New York

Maternity Style Book Free

LANE BRYANT Maternity Clothes enable you to dress stylishly during all stages of maternity—and *after* baby comes as well. Latest modes, designed to conceal condition—and to provide for expansion.

Style Book FREE

Style Book free, showing latest styles in Dresses, Coats, and Corsets for Maternity Wear. Also Apparel for Baby. *Send today.*

Lane Bryant *Address Dept. 631 39th St. at Fifth Ave.* **New York**

Toothbrush Holder

With this bright little white kitten to hold the brush, cleaning one's teeth becomes fun. A gift that children love. Attractively boxed. **No. 5206—postpaid 50c.**

Send for Gift Catalog

POHLSON-Pawtucket, R.I.
Established 1895 Dept. 14

A Perfect Gift for the
NEW MOTHER

When a new baby comes to the house you naturally want to give the new mother the most useful remembrance you can think of.

Why not let us enter a subscription for THE PARENTS' MAGAZINE, and send an attractive gift card in your name? Thousands of our readers have found this a perfect gift.

Subscription Rates: One year $2.00
Three years $3.00

THE PARENTS' MAGAZINE
255 Fourth Ave., New York, N. Y.

agent of a number of diseases has not yet been determined. In a few of these, especially in infantile paralysis and in measles, serums from the blood of human beings who have recovered from the disease are now sometimes used. But this is apt to remain a limited and costly procedure. Hope lies in the rapid advances being made in isolating even these more elusive bacteria germs.

The question is sometimes raised as to whether in immunization one can have too much of a good thing. Is there any objection to using for the same child all the immunizing procedures now well established? Is there any danger that such treatment will decrease his natural powers of resistance? The answer is "No." The ideal toward which immunology is striving is the immunization by scientific treatment of every child against every infectious disease. Although we are still very far from attaining this ideal, the results already achieved represent almost incalculable benefits. In diseases prevented, in anguish and suffering relieved, in lives actualy saved, immunization should already be credited with some of the most marvelous deeds yet wrought by man.

Good Movies and Bad

(*Continued from page 36*)

is Will Rogers'. It has as its story the overcoming of national prejudices through the marriage of the American son and an English girl, both American and English characters being broadly burlesqued. (U) *For A:* Good of its kind. *For Y:* Amusing. *For C:* Too mature.

STRICTLY MODERN, with Dorothy Mackaill (*First National*)—A considerably movie-ized version of the charming stage comedy, "Cousin Kate." Much amusing complication in the efforts of the heroine to straighten out two love affairs. (E) *For A:* Passable. *For Y:* Fair. *For C:* Hardly.

SWEETHEARTS AND WIVES, with Billie Dove (*First National*)—Burlesque detective yarn, well acted and spoken by Billie Dove and Clive Brook, amusing throughout, but cheapened by a few risque lines and suggestions. Two wives playing around with other men get into embarassing though innocent complications. (E) *For A:* Rather fun. *For Y:* Amusing, but doubtful. *For C:* No.

THE UNHOLY THREE, with Lon Chaney (*M-G-M*)—The doings of three utterly disagreeable crooks, as unpleasant as it is thrilling. More grotesque and gruesome than entertaining, and the "talking" version is inferior to the silent original. (E) *For A:* Hardly. *For Y:* No. *For C:* No.

WHITE HELL OF PITZ PALU, with foreign cast (*Universal*)—Mere thread of a story laid in the Alps, but well acted and with extraordinary photography of thrilling scenery and the perils of mountain-climbing. Tense and grim in mood, novel and striking in effects. Notable and unusual picture. (E) *For A:* Interesting. *For Y:* Excellent. *For C:* Good if not too strong.

WILD COMPANY, with H. B. Warner (*Fox*)—Supposedly a moral lesson, but even fine acting fails to make it convincing. Shows that youth can get into very serious trouble, if the parents are sufficiently rich and unbelievably stupid. A hash of the serious and the sensational. (E) *For A:* Hardly. *For Y:* No. *For C:* No.

WITH BYRD AT THE SOUTH POLE (*Paramount*)—A splendid subject almost perfectly picturized. Richly educational picture of life and struggles in the polar regions, with the thrill of success for the climax. Justifies the Byrd expedition merely as glorious adventure and courageous achievement whether its scientific value proves to be very material or not. (E) *For A:* Excellent. *For Y:* Excellent. *For C:* Excellent.

YOUNG DESIRE, with Mary Nolan (*Fox*)—Very slangy heroine quits job with cheap carnival—promptly meets rich hero on highway and they fall in love. Parents object, girl agrees, goes back to job and commits suicide in balloon act. Grim little story, but too many cheap elements to be worth while. (E) *For A:* Hardly. *For Y:* No. *For C:* No.

YOUNG MAN OF MANHATTAN, with Claudette Colbert and Charles Ruggles (*Paramount*)—Newspaper story glorifying the "gay life," with young married pair agreeing to be "broadminded" about each other's conduct. Incessant drinking, girls drunk in men's hotel bedrooms, heroine going blind from drink, etc. Good work by Colbert and Ruggles cannot redeem the mess. (E) *For A:* Ordinary. *For Y* and *C:* Bad.

The EARLY BIRD gets these BARGAINS

TO encourage the placing of many magazine orders before the rush of the busy season, a group of publishers have established an early bargain period from September 1 to November 10. During this period you may order any of the favorite clubs shown below at greater-than-usual reductions. Even though your renewal is not yet due, you may take advantage of this opportunity to save a substantial amount on your magazine budget and your subscription will be extended for the full period from present expiration.

These Prices Good Until November 10 Only

McCall's Magazine
Parents' Magazine
You save 75 cts.
Both for **$2.25**

Pictorial Review
Parents' Magazine
You save 75 cts.
Both for **$2.25**

Etude Music Magazine
Parents' Magazine
You save $1.25
Both for **$2.75**

Red Book
Parents' Magazine
You save $1.10
Both for **$3.40**

Hygeia Health Magazine
Parents' Magazine
You save $1.25
Both for **$3.75**

McCall's Magazine
Red Book
Parents' Magazine
You save $1.35
All three **$4.15**

OTHER GOOD MAGAZINE BUYS

THE PARENTS' MAGAZINE—One Year, 12 Issues, $2.00
SPECIAL—Three Years, Only $3.00

PARENTS' MAGAZINE with American Boy	$3.25	PARENTS' MAGAZINE with *Good Housekeeping	$4.25
" American Girl	2.75	" John Martin's Book	5.75
" American Home	2.50	" *Nature Magazine	4.00
" *American Magazine	4.25	" Open Road	2.25
" Better Homes & Gardens	2.25	" *Reader's Digest	3.75
" Boys' Life	2.75	" *Review of Reviews	4.00
" *Child Life	4.25	" St. Nicholas	4.50
" *Delineator	2.25	" *Woman's Home Companion	2.75
" *Golden Book	4.00	" * " & American Mag.	4.75

All clubs for one year unless specified. No extra postage required on Canadian subscriptions for The Parents' Magazine or club offers marked (*). Foreign postage on Parents' 50c per year. Foreign postage on other clubs quoted on request.

The Parents' Magazine 9-30
255 Fourth Ave., New York, N. Y.

Gentlemen: I enclose $..... for which please send me the following magazines:

.....

Name .....

Address .....

City ..... *State* .....

BABY IS SAFE "Seeing out"

WHENAS in cars my baby goes,
Such satisfaction does disclose,
Such joy, such pride, such sweet repose,
I marvel!

IS IT because she can "see out"?
That's true beyond the slightest doubt.
Is it because she's *safe* and *sound?*
Beyond the reach of slightest harm?
Is comfy, too, beside me there,
In front . . . or back, or anywhere,
Contented as in rocking chair?
Why, surely!

AND all of this is brought about
Through "COMFY-SAFE"
she calls "See Out!"
The AutoSeat which is so good
It will itself to you be proved
The one thing most your baby needs
When riding *(where you go, she leads!)*

SO LOOK it up and look it down
And make your babe the pride of town
As "sitting tall" and "seeing out"
With smile and chuckle and a shout,
She rides alone or with your friends
And "COMFY-SAFE" *protection lends.*

"Comfy-Safe" AutoSeat

Fits and locks to any car through long curved hook which reaches down back of seat cushion. Has adjustable safety straps and belt, for 6th month to 5th year.

At all leading stores $5.50

Juvenile Wood Products, Inc.
Gertrude A. Muller, Pres.
Box W Fort Wayne, Ind.

GROUP SERVICE BUREAU

For Parent-Teacher Associations, Mothers' Clubs, Child Study Groups, Churches, etc.

PROGRAM for DISCUSSION at Your Next Meeting

PREPARED BY THE CHILD STUDY ASSOCIATION OF AMERICA

THE following outline for study is based on the article "What to Expect of a School," by Joseph K. Hart, in this issue.

How to Use this Program

Appoint a leader who will first read aloud the article on page 15. The leader should then present for discussion the various questions given below. She will next request various members of the group to take up, one by one, the Problems for Discussion. At the close of the meeting it will be found helpful for the leader to read the summary of the main points made in the article. In advance of the meeting, the various book and pamphlet references should be assigned to members of the group who will report on them at the meeting.

Questions Based on the Article

(1) What is meant by integration of personality?

(2) In what ways can the school foster it?

(3) What obstacles does the school sometimes put in the way of the achievement of the well rounded development of a child?

(4) Is the home ever to blame in this regard? Give examples.

(5) In what ways can parents help bring about improvements in schools?

(6) Are there sometimes serious discrepancies between theory and method in certain schools? Do not some schools have a semblance of modernity, when in reality they are reactionary in spirit?

(7) Should every teacher's training school include work in child psychology? Mental hygiene? For what purpose?

Points to Keep in Mind

(1) The choice of a school is only the first step in solving the educational problem of the child.

(2) Whatever the curriculum includes must lead the child toward social responsibility and also toward independence of thought and action.

(3) The school must keep abreast of the changes which are constantly taking place in actual knowledge. Only skillful teachers are capable of this.

(4) The intelligent teacher's equipment must include an understanding of the nature and needs of children, as well as a knowledge of subject matter.

(5) Schools should be so organized that the individual's personality has scope for development.

(6) Many experiences and activities which homes formerly provided must now be given the child at school.

(7) The prime requisite of a school is that it shall be a wholesome place (a) in atmosphere, (b) in the happy relationship of all its members, (c) in hygienic conditions.

(8) Responsibility for making the school a fine place for children rests upon the home as well as upon the school orgainzation.

Problems for Discussion

(1) The Mothers' Club of a certain school undertook to criticize the new teacher whose methods were strange and different from the traditional ones which had been used before. The superintendent resented this attitude and retaliated by forcing the club to disband. What would you have done if you had been (a) a member of the club; (b) the school principal; (c) the superintendent of schools?

(2) Mrs. Jones could not understand why Sally was having so difficult a time in the third grade, whereas her older sister got along so well with the same teacher. The older child was extremely bright and popular and much admired by the teacher. The younger child is slow and diffident though she has a good mind too. Mrs. Jones is seriously considering whether she ought not to take Sally out of the school and send her elsewhere.

(3) The principal of a certain school finds that mothers who belong to study groups are much more difficult to cope with and require much more of his time than mothers who do not. Is this an indictment of mothers' clubs or of the principal? How do you account for the situation?

(4) Mrs. Smith prides herself on keeping her hands off as far as the school is concerned. She never goes there unless she is sent for. Would it be better if more mothers felt that way?

(5) In what specific ways can the school and the home work together to their mutual advantage?

(6) Do children who are happy at school always derive the most benefit from their school experience? Does this happiness always depend on extreme freedom and lack of routine or do some children benefit from the more systematic regulation of the older type of school?

References

THE CHILD CENTERED SCHOOL, by Harold Rugg and Ann Shumaker. *World Book Co., Yonkers, N. Y.* $2.40.

YOUTH IN A WORLD OF MEN; the child; the parent and the teacher, by Marietta Johnson. *John Day.* $2.50.

IF PARENTS ONLY KNEW, by Elizabeth Cleveland. *The Parents' Magazine.* $1.75.

THE PROBLEM CHILD IN SCHOOL, by Mary Sayles and Howard W. Nudd. *Commonwealth Fund Pub. Co.,* 57th St. and Madison Ave., New York. $1.00.

THE RELATION OF THE SCHOOL TO THE MENTAL HEALTH OF THE AVERAGE CHILD, by Jessie Taft. *National Committee for Mental Hygiene,* 370 7th Ave., N. Y. C. $.10.

 The above is a CERTIFIED ADVERTISEMENT. See page 82 for Advertising Standards.

Are Day Dreams Dangerous?

(*Continued from page* 17)

Some children use phantasy in order to escape from their difficulties. In such cases they grow up with an inability to face their problems and always escape into a world of unreality. It is most probable that many adults who are inadequate in facing the world began such behavior in a world of phantasy where ordinary difficulties of life could not reach them. Such people, actually unable to meet real conditions in life, or imagining that they cannot, escape into day-dreams where they achieve superiority and obtain satisfaction from their supposed victories. Although the phantasies of young children below seven years of age are of play and simulate stories, they are, nevertheless, indicative of what they are attempting to build up in their life in the same way that phantasies of adults are indicative of their real desires.

Phantasy becomes dangerous when it takes up a great deal of time which a child should ordinarily give to routine activity. Children often develop a habit of laziness when they fall into too much day-dreaming. Day-dreaming requires little energy and usually gives a great deal of satisfaction. Because of this children should be discouraged from day-dreaming when it interferes with the normal routine.

NOW THE QUESTION ARISES of what to do with the children when we find them day-dreaming. First of all, it is very important to find out how much they day-dream and the content of the phantasies. In most cases parents will find that their children will stop speaking to themselves in their phantasies if they know that they are being watched. Because phantasies in which children talk to themselves are not always harmful, parents should not reprove their children for such behavior. They should make them feel that they sympathize with them. It is a good plan to write in a notebook verbatim the actual conversations which children hold with themselves. When a continuous story is obtained in this manner parents may then talk to their children about their phantasies without showing any reproof or displeasure. Generally a child will unfold his wishes if this is done.

If a child's phantasy concerns itself with his play and changes continuously and if it is not sufficiently excessive to interfere with his daily work, whether it be his play or his school, it should not be considered as a sign of abnormality. On the other hand, if the phantasy concerns itself with some worry or difficulty, if it does not change in content from day to day and if it is sufficiently excessive to interfere with routine, an attempt should be made to explain the situation to the child, to analyze his difficulties and to so change his attitudes that he will not find it necessary to have recourse to excessive day-dreaming.

One of the finest qualities of children and of adults is a creative mind which is able to construct new things from old. Phantasy is one of the ways of stimulating creative imagination. As a concrete example, it has been found that children of inferior intelligence do not day-dream as much as children of normal or superior intelligence. It has often been said, and rightly so, that intelligence in itself is not a true sign of a person's value; it is the ability to utilize intelligence in new and creative ways that stamps the value of a person in this world of apparent standardization. Because of this, the inability of a child to create new situations in his mind, in other words, the utilization of phantasy in a creative manner, should be encouraged rather than discouraged when such behavior does not take him out of reality entirely.

May we help you plan your club program?

The coupon below will bring you an interesting and constructive course of study for the entire club year, and will spare you the difficult task of selecting subjects for discussion and procuring authentic material on which to base your programs.

Group Service Bureau,
THE PARENTS' MAGAZINE,
255 Fourth Ave., New York, N. Y.

We can use.....copies of the Program on Child Training for 1930-31.
☐ Also send us a copy of each available service bulletin.

Name .....
Address .....
City .....State.....
Organization .....Membership.....

G-9-30

The Program on Child Training for 1930-31 is now available. We shall be glad to send a sufficient quantity to distribute to each of your members.

More than 80,000 copies of "Our Program on Child Training" were distributed to parents' groups this past year, and leaders everywhere were enthusiastic in their praise of the excellent material it provided for their meetings. This program is but a part of the service available to group leaders. Our Group Service Bureau offers you without charge or obligation:

1. A definite program on child training for the entire club year, September 1930 through August 1931.
2. Service bulletins which will help to stimulate interest in child study.
3. An opportunity to bring to each of your members the latest and most authentic information on every phase of child care and training.
4. The personal guidance of the director of this bureau in carrying your group through a successful year of study.

We shall gladly send a copy of each service bulletin on request. Just mail the convenient coupon today!

Helpful Booklets and Some Samples for the Asking

By Using the Coupon Below You Can Request Any Number of Them at One Time

All the booklets and samples listed below in *italic* type are offered free in the advertisements in this issue. Order by number. While some advertisers do not make any special offers in their advertisements, they all will be glad to send further information on request, so we are listing them also. Orders requiring remittance should be sent direct to the advertisers.

Number	Products Advertised and Booklet or Sample Offered	See Page
	Books for Children	
1	Compton's Pictured Encyclopaedia—*Sample Section and Questionario Game.*	65
2	My Bookhouse—*Booklet*	63
	Books for Parents	
3	William Lewin	71
4	University of Chicago Press	77
	Druggists' Supplies, etc.	
5	Castoria	48
6	Colgate's Ribbon Dental Cream—*Trial Tube and "The Way to Happytown"*	49
7	Crown Lavender Smelling Salts	78
8	Cuticura Ointment—*Sample*	73
9	Derbac Shampoo—*"Funny" Booklet*	75
10	Kleenex—*Sample*	43
11	Laco Castile Soap—*Sample*	74
12	Laco Sterilized Baby Powder—*Sample*	74
13	Lifebuoy Health Soap—*Cake of Soap and Wash-up Chart*	57
14	Listerine	12
15	Mennen's Baby Oil	58
16	Mennen's Borated Talcum	58
17	Q-Tips—*See adv. for offer requiring remittance*	76
18	Squibb's Dental Cream	53
19	Sykes Comfort Powder—*Free can*	76
	Food Products	
20	Banana Growers Ass'n.—*"Bananas in the Modern Manner"*	55
21	Burnett's Vanilla—*See adv. for offer requiring remittance*	50
22	Clapp's Strained Vegetable Baby Soups—*"Strained Vegetables for Infant Feeding"*	73
23	Cream of Wheat—*H. C. B. Club Badges, etc., Child Health Booklet, Sample Package*	37
24	Karo—*"The Food of the Infant and the Growing Child"*	51
25	Gerber's Strained Vegetables	64
26	Heinz Rice Flakes—*"Children's Futures Told in Foods"*	3rd Cover
27	Kellogg's Rice Krispies—*Literature and Advice on Child Feeding and Diet*	39
28	Royal Gelatin—*"Recipes for Gelatin Desserts"*	52
29	Royal Baking Powder—*"Royal Cook Book"*	46
30	Shredded Wheat	69
31	Sugar Institute	41
32	Wheatena—*Sample Package*	2nd Cover
	Household Equipment, etc.	
33	Clark's Threads	60
34	Crane Company—*"Homes of Comfort"*	4th Cover
35	Dixie Cups	42
36	Fairbanks Scales	66
37	Lux	44
	Household Equipment, etc. *(Continued)*	
38	Perfection Sanitary Milk Bottle Container—*See adv. for offer requiring remittance*	77
39	Singer Sewing Machine	61
40	Stapure Milk Bottle Cap—*See adv. for offer requiring remittance*	75
41	Startex Toweling—*See adv. for offer requiring remittance*	62
42	Super Sieve—*See adv. for offer requiring remittance*	78
43	Swan Nursery Furniture—*Catalog No. 59*	75
44	Toothbrush Holder—*Gift Catalog*	78
	Apparel, Shoes and Textiles	
45	Lane Bryant—*Infants' and Children's Style Book*	76
46	Lane Bryant—*Maternity Style Book*	78
47	Cantilever Shoes	68
48	Denton's Sleeping Garments	47
49	E-Z Underwear	56
50	Kaynee Suits—*"Boy Types and How to Dress Them"*	67
51	Minneapolis Garments	45
52	Nazareth Children's Underwear—*Catalog*	70
53	Tiny Tot Shoes—*Catalog*	69
54	Vanta Garments—*Pattern, Baby's Outfit Book and Catalog*	54
	Infants' Specialties	
55	Baby Bottle Kit—*Folder*	76
56	"Comfy-Safe" Auto Seat	80
57	Doo-Tee Infant Trainer—*See adv. for offer requiring remittance*	75
58	Downee Didee—*See adv. for offer requiring remittance*	74
59	Gordon Motor Crib—*Illustrated Folder*	73
60	Ingram's Transparent Nipples—*Sample Nipple*	73
61	Jackson's Thumb Guards—*See adv. for offer requiring remittance*	71
62	Little Boy's Toilet Shield—*See adv. for offer requiring remittance*	76
63	Pant-Ease Side Pinning Diaper—*Booklet*	76
64	Pyrex Nursing Bottle	73
65	Safety Thumb Guards—*See adv. for offer requiring remittance*	76
66	Dr. Thompson's Sanitary Rings—*Booklet*	73
	Toys and Play Equipment	
67	Mayfair Playthings—*Catalog*	76
	Schools and Correspondence Schools	
68	Associated Guidance Bureau	74
69	Calvert School—*"Full Information Regarding Home Instruction Courses"*	5
70	Directory of Schools—*See Coupon on page 10*	6-10
71	School of Modern Kindergarten Training—*Booklet*	77
	Miscellaneous	
72	Agfa Ansco Parents' Camera—*"56-page Memo Handbook"*	74
73	Chalfonte-Haddon Hall—*Literature*	72
74	Cleanliness Institute—*Chart "Am I Ready for School Today?"*	3
75	John Hancock Mutual Life Insurance Co.—*Educational Insurance Information.*	59
76	Hygeia	78
77	Larkin Products—*Catalog and Club Magazine*	71
78	Metropolitan Life Insurance Co.	35
79	Pan American Band Instrument—*Literature*	75
80	Screen Grid Radio—*Catalog*	77

Certified and Approved by The Parents Magazine Advisory Service for Homes with Children

ALL ADVERTISEMENTS ARE CERTIFIED as conforming to these ADVERTISING STANDARDS

THE PARENTS' MAGAZINE is published to help mothers and fathers to bring up their children in the best possible way. To this end, it aims to present in addition to interesting and useful articles and departments, a veritable directory of reliable products for healthy, efficient and attractive homes.

Advertisements are accepted only of products believed to be thoroughly reliable. The manufacturers of these products are responsible, reputable firms who will stand behind their merchandise.

In passing on products to be advertised and the claims made for them in advertisements, THE PARENTS' MAGAZINE has the counsel of its editors and advisory editors, and other leading experts in the field of health, nutrition, household equipment, toys, clothing, etc.

When testing is necessary, the laboratories of Teachers College, Columbia University, have been made available, as well as the facilities of several large commercial laboratories in New York City.

In using therapeutic products and foods for babies, readers are advised to consult their own physician.

ORDER FREE BOOKLETS AND SAMPLES BY NUMBER

The Parents' Magazine — September Issue

255 Fourth Ave., New York, N. Y.

I have drawn a circle around the numbers of the booklets and samples that I would like to have the advertiser send to me, without charge or obligation.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79	80												

Name (Please print or write plainly) .....

Address ..... City ..... State .....

Yes, "Happier" Meals are More Healthful

That's why authorities advocate this new delicious cereal with a regulating "VEGETABLE EFFECT". An entirely new creation by HEINZ of "57" fame.

Children who "don't like vegetables" eat this new-type breakfast food with keenest relish. A vitally important "vegetable effect" is thus provided in a new oven-toasted, crunchy, crisp, delightful form.

Think what that means! No urging. No forcing. Difficulties at the table should never be permitted because excitement interferes with the digestion, "causing profound disturbances in some instances", according to a well known scientist.

Vegetables, of course, should not be discarded, but should be *assisted* in this new, attractive way.

IN *DAINTY* FLAKES

HEINZ achieves this triumph after working eight years to perfect it; and, of course, with more than sixty years' experience in food making.

The secret is a fine vegetable-cellulose (a part of rice itself) which is retained in HEINZ Rice Flakes by a special process developed, patented and used by HEINZ exclusively.

These fine, soft particles of cellulose absorb moisture after eating thus multiplying their bulk *four to six times* and forming one of the mildest, gentlest types of natural bulk and roughage known.

No, this isn't a bran-food. *All bran has been removed.* Any normal person can have the cellulose in HEINZ Rice Flakes daily for a lifetime with only good results. As used by HEINZ its preparation costs much more than the rice grain itself, yet you pay no more.

Try HEINZ Rice Flakes for one week — first, to prove your children's taste for them; second, to note the *natural efficiency* of these new flakes in regulating the essential, daily health-habits of children and adults.

Serve *twice daily* in the beginning to *start* the benefits; once daily thereafter to maintain them.

Remember, this important feature is available only in *HEINZ* Rice Flakes. Be sure, therefore, to specify by the name "HEINZ" in ordering.

GUARANTEED

HEINZ Rice Flakes, of course, supply all the usual energizing food value of rice.

Just as good for adults as for children.

If not delighted in every way your grocer will gladly refund the purchase price. We have arranged for that because we *guarantee* this food to be all that we claim.

HAPPY MEALS
Make better pals of Mothers and their children

Mail coupon below for free booklet, "Children's Futures Told in Foods."

H. J. HEINZ COMPANY
Makers of the "57 Varieties"

*E. R. HARDING, M. A.
In a Recent Article, Says This:

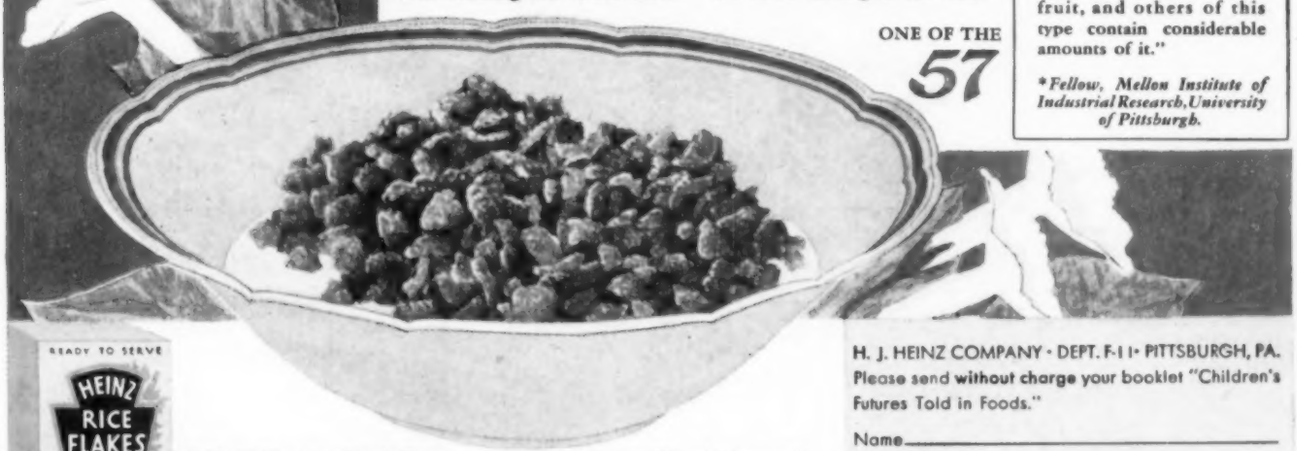
"That vegetable-cellulose is both a natural and valuable food constituent is evident.

"That it is practically essential is not too extravagant a claim.

"It is found widely distributed in nearly all natural vegetable foods. It is particularly high in such vegetables as celery, lettuce, cabbage, spinach and asparagus. Fruits like oranges, grapefruit, and others of this type contain considerable amounts of it."

**Fellow, Mellon Institute of Industrial Research, University of Pittsburgh.*

ONE OF THE *57*



Enjoy these radio talks . . . *Tuesday and Friday mornings at 10:45 Eastern Daylight Time. Miss Gibson of the Home Economics Department, H. J. Heinz Company, will broadcast new and delightful recipes over WJZ, KDKA, and 34 other stations associated with the National Broadcasting Company.*

Children Can't Resist This Flavor So They Don't *Resist These Benefits*

H. J. HEINZ COMPANY · DEPT. F-11 · PITTSBURGH, PA.
Please send **without charge** your booklet "Children's Futures Told in Foods."

Name_____

Address_____

©H. J. H. CO. '30

A new, delicious kind

HEINZ RICE FLAKES*

1855 · SEVENTY-FIFTH ANNIVERSARY · 1930

The magic transformation of a Cinderella room

When Crane illustrations and new fixture designs first proved the possibilities of bathroom beauty, this room threw off shackles of unadorned usefulness and took its true place in charming homes. Every Crane suggestion since has added something to the transformation. For example, the room above, in English cottage style, introduces a new fixture . . . the Marshall bath. . . . Another real service is the Crane Budget Plan, under which any home can have plumbing quality and pay in small monthly sums. To select materials, write for the book, *Homes of Comfort.* Your architect will help you plan. For installation, see a Crane Qualified Contractor-Dealer, always a registered or licensed master plumber or heating contractor.

Valves CRANE *Fittings*

FIXTURES, VALVES, FITTINGS, AND PIPING, FOR DOMESTIC AND INDUSTRIAL USE

Crane Co., General Offices: 836 S. Michigan Ave., Chicago • 23 W. 44th St., New York • Branches and sales offices in one hundred and ninety-six cities